

NATIONAL
GEOGRAPHIC
LEARNING

CENGAGE
Learning

TED TALKS

Keynote

3

Teacher's Edition



Colleen Sheils



ON THE COVER

Cyclists are reflected in Main-Danube Canal near Nurnberg photographed by Gerd Ludwig/National Geographic Creative. To learn more about health and well-being, explore Arianna Huffington's TED Talk in Unit 12.

Keynote

3

Teacher's Edition

Colleen Sheils

MATERIAL PROMOCIONAL
PROHIBIDA SU VENTA



Keynote Teacher's Edition 3

Colleen Shells

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Caitlin Thomas

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USA

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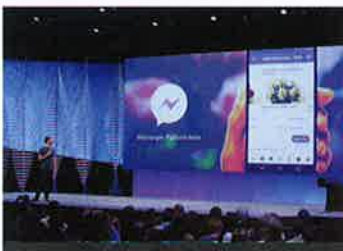


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Scope and Sequence

UNIT	LESSON A		LESSON B	
	VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
1  Making a Difference	Collocations to describe giving help	Inspiring dreams <i>Peter Draw, artist</i>	Function Talking about present and past actions Grammar Review of present and past tenses	Talking about ways to help
2  Trends	Collocations to describe trends	Analyzing trends <i>Tara Hirebet, trend expert</i>	Function Talking about future trends Grammar Review of future tenses: <i>will</i> and <i>going to</i>	Describing future trends
3  Improving Lives	Healthcare	My health routine <i>Kate Chong, sports enthusiast</i>	Function Talking about cause and effect Grammar Conjunctions for cause and effect	Talking about healthcare tech

PRESENTATION 1 Talking about how you can make a difference

4  Designing the Web	Website features	Designing websites <i>Carrie Cousins, web designer</i>	Function Comparing products and services Grammar Comparatives and superlatives, <i>(not) as ... as</i> , <i>(very) different from ...</i> , <i>... the same as ...</i>	Making decisions based on user reviews
5  Community Builders	Words for talking about communities	Creating green spaces <i>Martin Andrade, entrepreneur</i>	Function Talking about how places have changed Grammar The passive voice	Describing changes in my community
6  Clear Communication	Communication collocations	Communication styles <i>Nell Anderson, teacher trainer</i>	Function Talking about communication preferences Grammar Verb patterns with <i>-ing</i> and infinitive	Communication methods

PRESENTATION 2 Suggesting a way to improve communication among residents and strengthen the sense of community in your neighborhood

LESSON C

LESSON D

LESSON E

READING

TED TALK

PRESENTATION SKILLS

COMMUNICATE

WRITING

Food rescue mission

A LIFE LESSON FROM A VOLUNTEER FIREFIGHTER

Mark Bezos

Helping your audience visualize

People who have made a difference

Writing about someone who has made a difference in your life

Identifying trends

HOW TO START A MOVEMENT

Derek Sivers

Commenting on visuals

Consumer trends

Making predictions about a product or service

The challenge of Alzheimer's

MY SIMPLE INVENTION, DESIGNED TO KEEP MY GRANDFATHER SAFE

Kenneth Shinozuka

Opening with interesting facts

Innovative healthcare solutions

Writing a letter about a tech solution for a healthcare issue

Website design on a giant scale

HOW GIANT WEBSITES DESIGN FOR YOU (AND A BILLION OTHERS, TOO)

Margaret Gould Stewart

Asking the audience questions

Improving user experiences

Writing a review of your cell phone

Barefoot College

HOW PAINTING CAN TRANSFORM COMMUNITIES

Haas and Hahn

Ending with a hope for the future

A neighborhood survey

Writing a letter about improving your neighborhood

Communication in the digital age

TALK NERDY TO ME

Melissa Marshall

Engaging with your audience

Explaining a topic of interest

Writing what you learned about a topic

Scope and Sequence

UNIT	LESSON A		LESSON B	
	VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
7  Identity	Words for talking about identity	Multicultural experiences <i>Janice Pels Lodge, manager</i>	Function Talking about ongoing actions and events Grammar Present perfect progressive	Talking about living abroad
8  Transportation Solutions	Transportation collocations	An unusual commute <i>Cyril Burguiere, SUP enthusiast</i>	Function Making predictions Grammar <i>will and might</i>	Changes in global travel
9  New Words	Words for talking about language	Collecting words <i>Charles Browne, English professor</i>	Function Talking about changes Grammar <i>used to</i>	Talking about changes in meaning
PRESENTATION 3 Describing someone you know				
10  Understanding Emotions	Feelings	Dealing with emotions <i>Craig Albrightson, guidance counselor</i>	Function Reporting other people's speech and thoughts Grammar Reported speech	Talking about EQ in jobs
11  Leaders and Thinkers	Collocations for talking about doing business	Starting a business <i>Priscilla Shunmugam, fashion designer</i>	Function Talking about obligation and giving advice Grammar Modals of necessity	Interview with a CEO
12  Well-being	Words for describing health and well-being	What your brain does when you sleep <i>Jeffrey Iliff, neuroscientist</i>	Function Talking about imaginary situations Grammar Second conditional	Describing your ideal lifestyle

PRESENTATION 4 Recommending a way to achieve better work-life balance

LESSON C

LESSON D

LESSON E

READING

TED TALK

PRESENTATION SKILLS

COMMUNICATE

WRITING

Global migration

WHERE IS HOME?*Pico Iyer*Using stories to personalize
your message

A survey on identity

Writing about factors
that contribute to
one's identity

Unique commutes

**A SKATEBOARD, WITH A
BOOST***Sanjay Dastoor*

Signposting

Inventing a
transportation
deviceCreating a poster
of a transportation
device

Language change

**WHAT MAKES A WORD
"REAL"?***Anne Curzan*

Closing the loop

Guessing meanings

Writing about the
effect of the Internet
on the English
languageEmotion in
technology**THIS APP KNOWS HOW
YOU FEEL***Rana el Kallouby*

Giving a demonstration

Applications of
emotion-sensing
technologyWriting about
whether there is a
need for technology
to recognize
emotionsLessons in
business**LIFE AT 30,000 FEET***Richard Branson*

Quoting people

My business
philosophyWriting about how
you would run a
companyAchieving work-life
balance**HOW TO SUCCEED? GET
MORE SLEEP***Arianna Huffington*

Using humor

Debate on work-life
balanceWriting about how
you could improve
your productivity

LESSON C

LESSON D

LESSON E

READING

TED TALK

PRESENTATION SKILLS

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balance**HOW TO SUCCEED? GET
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Using humor

Debate on work-life
balanceWriting about how
you could improve
your productivity

Keynote Pacing Guide

Keynote can be adapted to courses of any length. The following examples show course options to cover one level of Keynote.

TOTAL COURSE LENGTH: 46 HOURS	TOTAL COURSE LENGTH: 60 HOURS
<p>1 x 90 minute class x 30 weeks</p>	<p>Option 1: 4 x 50–60 min classes x 15 weeks Option 2: 2 x 50–60 min classes x 30 weeks</p>
<p>One unit is covered in two weeks, i.e. the core Student Book content is covered in 24 full teaching weeks (36 hours).</p> <p>Remaining time allowance (9 hours) can be used for: <i>Presentations, exams/review, and/or school vacations.</i></p>	<p>One unit is covered in either one week (option 1), or two weeks (option 2), i.e. total class time approximately 4 hours. The Student Book content is covered in either 12 or 24 full teaching weeks (48 hours).</p> <p>Remaining time allowance (12 hours) can be used for: <i>Presentations, exams/review, and/or school vacations.</i></p>
<p>Class 1: Opener Lesson A: Vocabulary, Listening, Speaking Lesson B: Language Focus, Speaking</p> <p>Class 2: Lesson D: TED Talks Lesson E: Communicate</p>	<p>Class 1: Opener Lesson A: Vocabulary, Listening, Speaking</p> <p>Class 2: Lesson B: Language Focus, Speaking</p> <p>Class 3: Lesson D: TED Talks</p> <p>Class 4: Lesson E: Communicate Writing task</p> <p>The four classes can be taught over one or two weeks.</p>
<p>This option assumes the reading lessons (Lesson C) are set for students to complete on their own at home. The writing task of Lesson E can also be set as homework.</p>	<p>This option assumes the reading lessons (Lesson C) are set for students to complete on their own at home. Responses to the reading can be elicited at the start of Class 3.</p> <p>The Lesson E Writing task is started in class, and completed for homework.</p>

TOTAL COURSE LENGTH: 90 HOURS

2 x 90 minute classes x 30 weeks

One unit is covered in four classes taught over two weeks. The Student Book content is covered in 24 full teaching weeks (72 hours).

Remaining time allowance (18 hours) can be used for:
Presentations, exams/review, use of additional materials/ ancillaries, and/or school vacations.

First week: Lessons A–C

Class 1:

Opener

Lesson A: Vocabulary, Listening, Speaking

Lesson B: Language Focus

Class 2:

Lesson B: Speaking

Lesson C: Reading

Second week: Lessons D–E

Class 3:

Lesson D: TED Talks

Class 4:

Lesson E: Communicate

Writing task

TOTAL COURSE LENGTH: 120 HOURS

4 x 50–60 min classes x 30 weeks

One unit is covered in two weeks, i.e. total class time approximately 8 hours. The Student Book content is covered in 24 full teaching weeks (96 hours).

Remaining time allowance (24 hours) can be used for:
Presentations, exams/review, use of additional materials/ ancillaries, and/or school vacations.

First week: Lessons A–C

Class 1: Opener, Lesson A: Vocabulary, Listening

Class 2: Lesson A: Speaking, Lesson B: Language Focus

Class 3: Lesson B: Speaking, Lesson C: Reading

Class 4: Lesson C: Reading (continued, including Vocabulary)

Second week: Lessons D–E

Class 5: Lesson D: TED Talks: Previewing, Viewing,

Class 6: Lesson D: TED Talks: Vocabulary in Context, Presentation Skills, Lesson E: Communicate (preparation)

Class 7: Lesson E: Communicate

Class 8: Lesson E: Writing task

Course Overview

What is TED?

TED is a non-profit, global organization with a simple goal: to spread great ideas. Every year, hundreds of presenters share ideas at TED events around the world. Millions of people watch TED Talks online, inspiring many to change their attitudes and their lives.

Why use TED Talks in English Language Teaching?

TED speakers use authentic language, model best practices in presentation delivery, and bring real and fascinating ideas to the classroom. These ideas inspire learners to form opinions that they want to share. National Geographic Learning materials can help them do that in English.

How does Keynote use TED Talks to teach English?

Learners develop English language skills, presentation literacy, and explore great ideas through authentic TED Talks. Each unit helps learners build an understanding around a TED speaker's main idea.

How is using Keynote different than using a TED Talk found online?

National Geographic Learning is the only publisher able to curate TED Talks for English language learners. The TED Talks selected for NGL materials are fascinating, language-level appropriate, and supported by a one-of-a-kind curriculum. In Keynote, TED Talks are broken into manageable segments that are used as springboards for language learning.

4A Technology and design

VOCABULARY Depending on the features

A Complete the table using the words in the box. Then listen and check your answers.

Search	Review	Share	Download
Find a file or folder	Look at a file or folder	Put a file or folder on the web	Get a file or folder from the web

MY FOOD DIARY

Share your food diary with friends and family. You can also share it on social media.

1. Add a new food item. 2. Add a new food item. 3. Add a new food item. 4. Add a new food item.

Each unit develops appropriate language-learning goals supported by a carefully segmented TED Talk. The **unit opener** uses a compelling excerpt to introduce the main idea, engage learners, and encourage discussion.

4A Technology and design

VOCABULARY Describing website features

▲ **FILE** Compare the totals with the work on the line. Then file and check your answers.



LISTENING *Describe the website.*

Disclaimer:
 This is a community-based platform for help and support.

- 4** **2** **3** **1** **5** **6** **7** **8** **9** **10** **11** **12** **13** **14** **15** **16** **17** **18** **19** **20** **21** **22** **23** **24** **25** **26** **27** **28** **29** **30** **31** **32** **33** **34** **35** **36** **37** **38** **39** **40** **41** **42** **43** **44** **45** **46** **47** **48** **49** **50** **51** **52** **53** **54** **55** **56** **57** **58** **59** **60** **61** **62** **63** **64** **65** **66** **67** **68** **69** **70** **71** **72** **73** **74** **75** **76** **77** **78** **79** **80** **81** **82** **83** **84** **85** **86** **87** **88** **89** **90** **91** **92** **93** **94** **95** **96** **97** **98** **99** **100**
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- 4** **2** **3** **1** **5** **6** **7** **8** **9** **10** **11** **12** **13** **14** **15** **16** <



SPONSOR: Talking about making decisions

- A** Hey, what did I do wrong? I didn't do my homework

B Yeah, I talked about it and **finally** decided on this one

A I hate that. I think you did **nothing** at all to me to get it

B Well, **unfortunately** the company's website and website from promotional website. I did **nothing** at all

A The price was pretty good

B Yeah, this would have been, I think, it did **not** do **well** compared, and then **how** **good** **looking** for the price

A Total **days** **before** **it** **was** **done**?

B The **price** **is** **simply** **not** **related** **to** **it** **at** **all**. **It** **is** **just** **one** **of** **many** **things**.
- C** Practice the conversation with a partner

C Practice with a partner. Think of something you might want to say to your partner. Use the expressions in **blue** above to help you.

A I thought it was a bit of a stretch over the weekend.

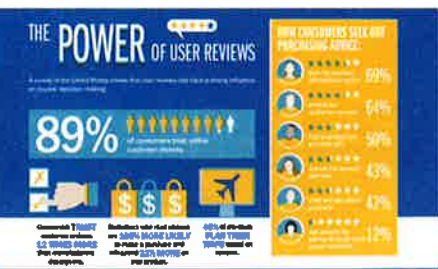
B How did you think that was to go?

A I think you did it well and that's all.

4B User experience

LANGUAGE POINT *Drawn to the attention of your camera*

Read the instructions How often do you buy something online? How important are cost reviews to you? *Answering a survey*



- ▶ Listen to the conversation. What do the speakers decide to do? Discuss with a partner.
▶ Try: *Chúng ta đi ăn tối và xem phim nhé?* *Chúng ta đi ăn tối và xem phim nhé?*

Comparing products and services

I'm using a navigation app to make this journey of a physical map.

I think it's a good thing because it's easier on a mobile phone than on a tablet computer.

Many consumers search online for the best product available before buying.

There are thousands of jobs to do before it's done. Some days.

Some days people use their phones to see different ways to get it all done.

- [illegible]

SPRING Making decisions based on what's around

- A** Work with a partner. You are planning to buy a novel really hardcover. Then compare notes and read the reviews of two products. Examine the following questions.
1. What features do you think are most important?
 2. How do the products compare in terms of the features you're looking for?
- B** Decide which product you would buy. Describe the product you chose and give reasons for your choice.
- I chose number 1. It's lighter and cheaper, so...
- Having a lot of features is good, but the price...

Vocabulary sections teach key words and phrases needed to talk about the main idea presented in the unit.

Listening sections feature audio and video interviews with real people from around the world, including artists, entrepreneurs, web designers, and guidance counselors.

In the **Language Focus** section, an engaging infographic provides real-life context for key grammar points. Students then listen to the grammar presented in context.

The **Language Focus Chart** provides explicit language instruction, while the **Grammar Summary** section at the end of the student book provides additional support for the lesson's target language.

In the **Speaking** section, learners practice grammar communicatively through a controlled task.

4C Website design on a giant scale

PRE-READING *Skimming*

- Read the article. The purpose of the article is to _____
- introduce a new way of designing websites
 - show how to design a website
 - explain the importance of website design
 - compare the design of websites

1 Margaret Gould Stewart has designed for some of the giants of the Internet: Facebook, Google, YouTube, and Amazon. Here are some of the things she has learned about website design for these sites.

LOOK BEYOND DATA

For a long time, Margaret had a list of things she thought designers should know. But as she learned more, she realized that the list was not enough. One of the things she learned was that designers should not just look at the data, but also at the people who use the websites. Margaret learned that people use websites in different ways, and that designers should design websites that are easy to use for all people.

She learned that people use websites in different ways, and that designers should design websites that are easy to use for all people. She learned that people use websites in different ways, and that designers should design websites that are easy to use for all people.



SUMMARIZING KEY POINTS

Complete the diagram summarizing Margaret Gould Stewart's experiences.



BUILDING VOCABULARY

Match the words in the box to the definitions.

- | | |
|-------------------|---|
| 1. feature | a. a part of a website or program that does something |
| 2. button | b. a small program that does something |
| 3. program | c. a small program that does something |
| 4. feature | d. a small program that does something |

CRITICAL THINKING

1. **Feature** is a part of a website or program that does something. What is a feature of a website that you use often?
2. **Button** is a small program that does something. What is a button of a website that you use often?
3. **Program** is a small program that does something. What is a program of a website that you use often?
4. **Feature** is a part of a website or program that does something. What is a feature of a website that you use often?

Reading passages prepare learners to access the topic and vocabulary they will encounter later in the TED Talk, while developing useful reading skills and strategies.

Critical Thinking activities develop skills like applying, evaluating, and interpreting information to help learners achieve a deeper understanding of the main idea.

4D How giant websites design for you

TED TALKS

MARGARET GOULD STEWART has spent her career helping people design websites that are easy to use. She has designed websites for some of the most important companies in the world, like Facebook, Google, and Amazon. She has learned a lot about how to design websites that are easy to use, and she is sharing her ideas with you in this TED Talk.

PREVIEWING

- Read the paragraph and choose the best word to complete the sentence.
- The quality of the design is _____.
 - The design is _____.
 - The design is _____.
 - The design is _____.

UNDERSTANDING

1. **Which Part 1 of the TED Talk?** Check (✓) the statements that Margaret Gould Stewart agrees with.
- Designers need to know what their products are doing.
 - Designers need to know what their products are doing.
 - Designers need to know what their products are doing.
 - Designers need to know what their products are doing.



VOCABULARY IN CONTEXT

Read the paragraph and choose the best word to complete the sentence.

- The quality of the design is _____.
- The design is _____.
- The design is _____.
- The design is _____.

CRITICAL THINKING

1. **Feature** is a part of a website or program that does something. What is a feature of a website that you use often?

2. **Button** is a small program that does something. What is a button of a website that you use often?

3. **Program** is a small program that does something. What is a program of a website that you use often?

4. **Feature** is a part of a website or program that does something. What is a feature of a website that you use often?

Activities related to each part of the TED Talk reinforce vocabulary, assess comprehension, and develop listening and viewing skills.

Vocabulary in Context sections guide learners to review excerpts from the TED Talk to identify the meaning of useful spoken expressions and idioms.

Using TED Speakers as models, Presentation Skills sections guide learners to watch and note best practices speakers use to deliver their ideas.

Keynote Technology Components

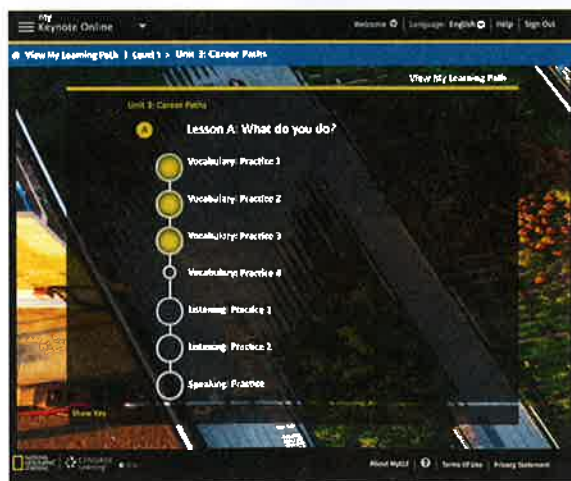


My Keynote Online

My Keynote Online provides:



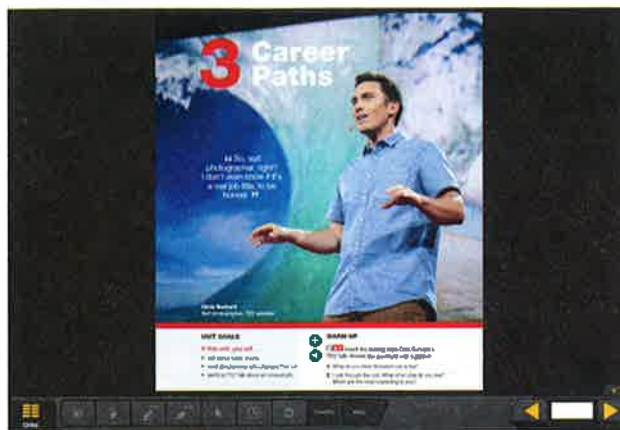
- reinforcement activities tied to each lesson in the Student Book



- a smart learning path that automatically provides additional support in grammar and vocabulary as needed and point-of-use access to all of the videos and the Student eBook

Classroom Presentation Tool

The **Classroom Presentation Tool** for each level brings the classroom to life through:



- complete, interactive versions of the Student Book pages featuring point-of-use access to all of the videos



- additional communicative classroom activities



- instructional support

- animated videos that support the listening activities

1 Making a Difference

“Not every day is going to offer us a chance to save someone’s life, but every day offers us an opportunity to affect one.”



Mark Bezos
Volunteer firefighter, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about how people can make a difference.
- read about how simple actions can help others.
- watch a TED Talk about a life lesson from a volunteer firefighter.

WARM UP

▶ **1.1** Watch part of Mark Bezos’s TED Talk. Answer the questions with a partner.

- 1 What situation is Bezos describing? What was he asked to do? *He was asked to get a woman a pair of shoes.*
- 2 Look through the unit. What are some ways we can help people? *Answers will vary.*

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UNIT GOALS

The unit focuses on making a difference in the lives of others. Students talk, read, listen, and watch about different ways to make a meaningful impact on the people around us. By the end of the unit, students will have reviewed and practiced the present and past tenses.

TED Speaker

Mark Bezos is a former advertising executive who now works for a charity fighting poverty in New York City. He also volunteers as a firefighter in the suburbs where he lives with his family.

TED Talk Summary

Working as a volunteer firefighter, assisting professionals who put out fires, Bezos has learned how small helpful acts can make a difference in the lives of others.

Idea Worth Spreading

Every act of generosity matters—even small ones.

1

Making a Difference

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit or review the meaning of any unfamiliar terms.

Language Note

To *save someone’s life* means to prevent a person from dying.

To *affect* something or someone means to have an impact. Note that *affect* is the verb, while *effect* is the noun.

▶ **1.1** Play the preview clip of the TED Talk.

For question 1, ask students to share what words were clues to understanding the situation. Note that Bezos says: *captain, go into, past the fire.*

For question 2, give students enough time to look through the unit in pairs. Then have the class brainstorm a list of examples to write on the board.

Possibilities include: *take care of someone, repair/fix something, run an errand, explain something, give advice, listen to someone, cook a meal, teach a skill, donate things you don’t need, show appreciation, and so forth.*

Content Note

A *volunteer firefighter* works as support during an emergency. The position is common in many local fire stations in the United States. Volunteers are not usually paid for their work, or they only receive a small amount of compensation.

➔ **EXTENSION ACTIVITY** Have students discuss with a partner about being a volunteer firefighter. Ask them to explain what is appealing or not appealing about the position. Tell students to also share if they know any volunteer firefighters.

1A

Everyday heroes

LESSON OVERVIEW

Aims: Learn phrases for talking about helping others; listen to someone talk about how his work makes a difference; practice talking about helping others

Target Vocabulary: be there for, help out at, inspire, make a difference, make an impact on, take care of

VOCABULARY

A Have students work individually to complete the sentences.

1.2 Play the audio/video and check answers as a class.

Elicit each vocabulary word and write it on the board. Explain the meaning and elicit example sentences for each.

B Read the questions aloud as students read along. Tell students to think about the ways they talked about helping out in the **Warm Up**.

Model the example conversation with a volunteer. If necessary, model a conversation for questions 2 and 3. Some ideas include:

2. *My dad caught a cold last week. I made him soup.*
3. *My neighbor helps to take care of all the older people in our neighborhood. She really inspires me.*

Ask for volunteers to share what they talked about for each question.



1A Everyday heroes

VOCABULARY Giving help

A **1.2** Complete the sentences. Circle the most suitable words. Then listen and check your answers.

- 1 Even small acts of kindness can (take care of / make a difference to) people's lives.
- 2 When friends go through difficult times, it's important to (be there for / make an impact on) them.
- 3 The work of great people, like Nelson Mandela, (helps out / makes an impact on) millions of people's lives.
- 4 Doctors and nurses (inspire / take care of) sick and injured people.
- 5 Scientists can (be there for / inspire) positive changes in the world through their work.
- 6 Charities often need volunteers to (help out at / inspire) their events.

B Work with a partner. Discuss these questions. **Answers will vary.**

- 1 What are some jobs or professions in which people help others? What do they involve? Would you like to do any of them?
- 2 When was the last time you helped take care of someone? What did you do?
- 3 Is there someone who inspires or has inspired you?

One job in which people help others is ...

I would be interested in being a(n) ... because ...

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Language Note

When you *make a difference*, you change something in a positive way.

You can *help out* in many different ways. You can help a friend out or help out at a charity by volunteering your time.

To *take care of* someone usually refers to aiding a person in some way (for example, when they're sick).

To *be there for* someone means to be available to them in times of trouble.

EXTENSION ACTIVITY Have students work in small groups to brainstorm examples of ways to help someone out, take care of someone, or be there for someone. Have groups share their ideas with the class. Make it a competition to see which group can come up with the most ideas. Note that students' ideas should be different from the ones mentioned in **Warm Up**.

LISTENING Inspiring dreams

Expressing beliefs and wishes

Here are some common expressions we can use to talk about our wishes.

I hope to ... I want to ... It's my dream to ...

- A** **1.3** Watch artist Peter Draw talk about his work. What are some of the ways he affects people's lives?

- ☒ He teaches art to children.
- ☐ He designs homes for people.
- ☐ He raises money for sick children.
- ☒ He uses art to help disaster survivors.

- B** **1.3** Watch again. Complete the information about the lessons Peter Draw has learned.

- 1 It's important to work hard and never give up.
- 2 Every little thing we do can make a difference.
- 3 Don't wait to pursue your dreams.

C CRITICAL THINKING

Reflecting How does Peter Draw feel his work is helping to make a difference in the world? *Answers will vary.*



Peter Draw with a student in Fukushima, Japan

SPEAKING Talking about helping people

- A** **1.4** What did Speaker B help with? *Speaker B repaired his brother's bicycle.*

- A:** Do people often ask you for help?
B: Yeah, sometimes. *People usually ask me to repair things, because I'm good at it.*
A: So *have you helped anyone recently?*
B: Yeah, my brother. He *needed help with* his bicycle because the wheel was damaged.
A: *When was that?*
B: It was last month.
A: And *how did it go?*
B: I replaced the wheel for him, and he was really happy!

- B** Practice the conversation with a partner.

- C** Work with a partner. Talk about some ways you have helped other people. Use the expressions in **blue** above to help you. *Answers will vary.*

People usually ask me to help them move house because I have a big van.

Have you helped anyone move recently?

SPEAKING

- A** Ask students to read along as they watch.

- 1.4** Play the audio/video. Have students check answers in pairs.

Elicit what the speaker helped with (fixing a bicycle).

Point out the question: *And how did it go?* Explain that this is a useful follow-up question after someone tells you about something they recently tried.

- B** Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try their own ideas for the words in **blue**.

- + SUPPORT** Play the audio/video again, pausing after each sentence so students can repeat.

- C** Give students time to think about what they want to say. Encourage them to write notes for their discussions. Model the example with a volunteer.

- + SUPPORT** Elicit some possible reactions. Write them on the board. Suggestions include:

Wow! That's great.

How did it go?

That was nice of you.

- + EXTENSION ACTIVITY** Have students work individually to expand on the discussion in **C** in writing. Ask them to write the story of how they helped someone recently. Tell them to describe the situation, explain what they did, and talk about their feelings about helping that person.

LISTENING

Read **Expressing beliefs and wishes** aloud as students read along. Elicit some phrases that students already know to talk about beliefs (for example, *I think ...; I feel ...*). Note that the phrases in the box are useful for talking about something you hope happens in the future.

- A** Give students time to preview the task.

- 1.3** Play the audio/video.

- B** Give students time to preview the task.

- 1.3** Play the audio/video. Then check answers as a class.

- ★ CHALLENGE** Have students guess the answer based on their first viewing.

- C CRITICAL THINKING** Note that Peter Draw believes that drawing pictures encourages kids to have dreams and believe in themselves. He also believes that children can spread love to others through drawing pictures.

- + SUPPORT** Remind students to use the vocabulary words to discuss the impact Peter Draw is making.

1B

Making an impact

LESSON OVERVIEW

Aims: Understand an infographic about ways to help others; use present and past tenses in three forms: simple, *-ing*, and perfect; ask and answer questions about helping

Infographic Summary: Students are introduced to ten simple ways to reach out and help others, from lending an ear, to taking a walk together, to sharing inspiring stories.

LANGUAGE FOCUS

A ▶ **1.5** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Point out that there are ten actions introduced in the infographic. Ask students to raise their hands if they do some of them regularly. Elicit ideas and examples for how to do each.

B Elicit the meaning of *elderly couple*. Tell students they are going to listen to two friends talking about helping someone.

▶ **1.6** Play the audio/video. Elicit the answer to the question.

Elicit answers to more detailed questions about the audio/video. Ask the following:

Where was the speaker when he saw someone get help? (at the grocery store)

How did the elderly couple feel at first when someone helped them? (surprised, reluctant, embarrassed)

1B Making an impact

LANGUAGE FOCUS Discussing ways to contribute

A ▶ **1.5** Read the information. Give some examples of how you can do these things. *Answers will vary.*

10 WAYS YOU CAN MAKE A DIFFERENCE

Sometimes, small actions can have a big impact on someone else's life. Here are some ways we can help people around us.



Listen to someone



Run an errand for a busy friend



Cook a meal for someone



Teach a skill



Donate things you don't need



Show appreciation



Accompany someone on a walk



Volunteer your time



Share inspiring stories



Recycle

B ▶ **1.6** Listen to the conversation. What did the woman at the grocery store do to help the elderly couple?
She helped pay for their groceries.

C ▶ **1.7** Watch and study the language in the chart.

Talking about present and past actions

Peter Draw **uses** art to make a difference in people's lives.
I'm making dolls to sell at a charity fair.
Many scientists **are working** to make the world a better place.

The volunteers **cleaned up** the beach.
I helped an injured cat when I **was volunteering** at an animal shelter.
The nurses **were talking** to my grandfather when I visited him at the hospital.

The Internet **has changed** the way we help people in need.
Governments around the world **have signed** an agreement to fight climate change.

For more information on present and past tenses, see Grammar Summary 1 on pages 182–183.

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C Have students read over the language chart. Tell them to pay attention to the different verb forms.

▶ **1.7** Play the audio/video, stopping to have students repeat each sentence.

Review the difference between the simple, *-ing*, and perfect forms. Direct students to pages 182–183 for more information.

Grammar Note

The language chart reviews present, past, present progressive, past progressive, and present perfect forms.

The past and present progressive tenses use *be + -ing* to explain something that is happening now, or was happening at a time in the past.

The present perfect tense uses *have/has + past participle* to communicate that an action is completed (e.g., *Governments around the world have signed ...*) or is still happening (e.g., *The Internet has changed everything ...*).

- D** ▶ **1.6** Listen to the conversation in B again. Complete the sentences from the conversation.

- 1 "I was standing in line, and there were a few people in front of me."
- 2 "An elderly couple was at the front of the line."
- 3 "The elderly couple was pretty surprised at first, and didn't want to take her money."

- E** Complete the sentences. Circle the correct words.

- 1 It (~~became~~ / has become) really easy to raise money for a good cause online. It (took / ~~is taking~~) me just a few minutes to learn how to use a fundraising website yesterday.
- 2 Whenever I (~~went~~ / go) to the recycling center, I see lots of people who (are recycling / ~~were recycling~~) their trash.
- 3 A few weeks ago, I (am teaching / ~~taught~~) my grandmother how to make video calls.
- 4 People (are beginning / ~~begin~~) to show more concern for the environment.
- 5 (~~Have you ever done~~ / Were you doing) volunteer work for a charity? I (do / ~~did~~) last year, and I (thought / ~~have thought~~) it was a great experience.

- F** ▶ **1.8** Complete the information using the correct form of the words in parentheses. Then listen and check your answers.

There ¹ are (be) lots of small things we can do to make a difference in people's lives. In 2010, 12-year-old Blare Gooch ² was watching (watch) TV when he ³ saw (see) a news program about the Haiti earthquake. On it, a young boy was crying. Blare ⁴ couldn't (can't) stop thinking about what he had seen, and wanted to help in some way. He thought of an idea to collect teddy bears for the children in Haiti. He ⁵ started (start) a project called Blare's Bears for Haiti. Through Facebook, he got many schools to ⁶ donate (donate) bears. Blare managed to collect 25,000 bears for Haiti. "It doesn't really matter how small or old you are," he says. "If you're young and think you can't make a big difference in the world, well, you actually can."



SPEAKING Talking about ways to help

Work with a partner. Look at the infographic on page 16. Then discuss these questions. *Answers will vary.*

- 1 Which ideas would you like to try? Why?
- 2 Which ideas do you think are the most helpful?
- 3 Can you think of other ideas to add to the list?

I want to recycle trash. It's important for everyone to help make our environment better.

I think showing more appreciation to people around you can make a big difference in people's lives.

17

- D** Have students preview the task.

▶ **1.6** Play the audio/video. Check answers as a class. Make sure students understand that the story is being told in the past tense.

- E** Have students work individually to answer the questions. Tell them to use the language chart as support and check their answers in pairs.

- F** Have students work individually to write the correct form of the verb. Then play the audio/video to check answers. Point out that the first sentence is in present tense because it is a general statement. Make sure students also understand for item 6 that the bare infinitive of a verb comes after to.

Content Note

Blare Gooch was 12 years old when he started Blare's Bears in 2010. In 2010, he actually collected 50,000 teddy bears, of which 25,000 were sent to Haiti. The rest were donated to children in need in the U.S. The organization now encourages students to collect unused school supplies at their schools at the end of the school year to send to students in Haiti.

- ➔ **EXTENSION ACTIVITY** Have pairs search online for an update on Blare Gooch and Blare's Bears. Ask them to find out what other ways the charity encourages people to help others.

SPEAKING

Have students work in pairs. Make sure they are working with a different partner than in the **Speaking** activity for **Lesson A**. Ask them to read the questions and review the infographic. Point out that their discussions should include the answers to all three questions. Model the conversation with a volunteer. Point out that the speakers support their answers with reasons. After pairs discuss, elicit additional ideas to add to the infographic.

1C

Food rescue mission

LESSON OVERVIEW

Aims: Read and comprehend an article about helping homeless people; understand main ideas; put events in sequence

Target Vocabulary: devote, insignificant, minimize, passionate

Reading Summary: Robert Lee is an everyday hero—someone making an impact on the world by helping people where he lives. Lee grew up in New York City in a poor family, so he learned the importance of not wasting food. He founded an organization that collects leftover food from restaurants and brings it to the city's homeless shelters. His organization uses technology to efficiently connect volunteers with individual restaurants for food pickup and delivery to nearby shelters. Lee also gives restaurants a report every month to show them how to waste less food.

PRE-READING

Review the steps of skimming. Point out that students need to find one of the main ideas of the passage—what Lee does. Have students work individually. Check answers as a class.

READING SKILL

Skimming involves reading quickly for main ideas. The first step of skimming includes quickly reading the title, subheadings, and captions, and looking at pictures. Students should read the first and last paragraphs quickly, and the first and last sentence of each paragraph. Explain that students should be picking up key words and phrases that can give them a general idea of what the passage is about.

1C

Food rescue mission

PRE-READING Skimming

Skim the article. How does Robert Lee help make a difference in his city?

He collects leftover food and gives it to people who need it.

1.9

When you hear the word *hero*, you may think of someone like Mahatma Gandhi, who **devoted** his life working for his country's independence. But there are also many "everyday" heroes—they may not create change on a global scale, but they do what they can to help make a difference in people's lives. Everyday heroes are normal people who are **passionate** about making the world a better place. One such person is Robert Lee.

Lee grew up in New York City. As his family was not rich, he learned from a young age the importance of **minimizing** food wastage. When he was in college, he was part of a student group that delivered leftover food to homeless shelters. This experience made him realize how serious the problem of food wastage actually was.

After graduating from New York University, Lee and a college friend created a nonprofit¹ organization called Rescuing Leftover Cuisine. Its purpose is to collect unsold food from restaurants and deliver it to homeless shelters and food kitchens. Volunteers pick up food from restaurants around the city and distribute it to those in need.

The process is simple. Using an app developed by Lee and his team, restaurants report the amount of leftover food that they have each day, and then volunteers sign up for delivery slots. The delivery routes are usually short, so volunteers can deliver the food they've collected simply by walking from the restaurants to the shelters. Lee believes this is a very efficient method of delivery.



To date, Lee and his team have successfully rescued over 150,000 kilograms of food, serving almost 300,000 meals to people who need them. Lee has shown how we can take small actions to improve the lives of people around us. A simple idea or action may sometimes seem **insignificant**, but it may have an impact greater than you can imagine. But Lee says that his work isn't over: "It's just the beginning. The need is so great, and there's just so much demand. With more restaurants, who knows how much more we can do."

¹ nonprofit: adj. not working with the aim of making money

Point out the footnote at the bottom of the reading with the definition for students to check while reading, or beforehand.

1.9 Play the audio/video as students read along. Explain any key terms that students might not be familiar with.

EXTENSION ACTIVITY Ask students to find out if there are any organizations that help collect leftover food in their own cities. Have them work in pairs to go online. Ask them to find out the names of the organizations, the kinds of places they focus on, and what they do with the leftover food after they collect it.



Robert Lee and a group of volunteers collecting food



19

Language Note

Something that happens on a *global scale* (line 6) happens worldwide.

A *nonprofit* (line 19) is a charity organization that does not operate to make money, but for a cause.

A *food kitchen* (lines 22–23) is like a cafeteria that provides free meals to the homeless and people in need.

Content Note

Robert Lee's organization, Rescuing Leftover Cuisine, uses technology to make helping easier and more efficient. By using an app to connect volunteers to nearby restaurants with leftovers, it becomes a quick trip for volunteers as they can choose restaurants and shelters that they are already near. In this way, Lee is trying to make volunteering a more common part of everyday life, and not something that requires a special effort. By making helping so easy, he is creating more everyday heroes like himself.

UNDERSTANDING MAIN IDEAS

Have students work individually to complete the activity. Check answers as a class. Elicit the location in the passage where students found the main idea (paragraph 1). If necessary, explain that the main message of an essay or article is called the thesis statement.

UNDERSTANDING A SEQUENCE

Have students work individually to complete the activity. Then have them check answers in pairs and discuss any answers they marked differently. Check answers as a class.

★ **CHALLENGE** Ask students to work in pairs to add any other events mentioned in the article. Tell them to make a timeline of the events.

BUILDING VOCABULARY

A Ask students to go back to the reading to see each word used in context. Have students work individually and then check answers as a class.

B Have students work individually and check answers as a class. Elicit additional example sentences using each word.

C CRITICAL THINKING Read the questions aloud as students read along. Ask for volunteers to model the conversation in the textbook with their own ideas. Point out that in the example, the speakers focus on a specific place, the supermarket. Encourage students to focus on a specific place in their discussions to talk about how food might be wasted there. Give students a few minutes to discuss. Then elicit ideas from each pair, and write them on the board. Some places where food may get wasted include: homes, hotels, school cafeterias, farmer's markets, wedding parties, and banquets.

UNDERSTANDING MAIN IDEAS

What is the main purpose of the passage?

- a to explain how Robert Lee got the idea for his organization
- b to show an example of how regular people can make a difference**
- c to explore the problem of food waste in restaurants and households

UNDERSTANDING A SEQUENCE

How does Rescuing Leftover Cuisine work? Order the stages from 1 to 6.

- 3** A volunteer agrees to take on the delivery job.
- 1** A restaurant is given an app that Lee's team developed.
- 6** People in need receive food from the volunteer.
- 2** The restaurant reports how much food it has left at the end of the day.
- 4** The volunteer picks up unsold food from the restaurant.
- 5** The volunteer walks to a homeless shelter with the leftover food.

BUILDING VOCABULARY

A Match the words in blue from the passage to their definitions.

- | | | | |
|-----------------|---|---|--|
| 1 devoted | ○ | ○ | unimportant |
| 2 passionate | ○ | ○ | reducing |
| 3 minimizing | ○ | ○ | having strong feelings or beliefs |
| 4 insignificant | ○ | ○ | gave all or most of one's effort or time |

B Complete the sentences with the correct form of the words in A.

- 1 Many researchers have devoted their lives to finding a cure for cancer.
- 2 Countries need to work together in order to minimize the impact of climate change.
- 3 People who are passionate about their jobs tend to work hard and do well.
- 4 We should all do what we can to help others. No contribution is insignificant.

C CRITICAL THINKING Answers will vary.

Reflecting Work with a partner. Look at the Infographic on page 19. How do you think so much food gets wasted?

Food sometimes gets wasted when we ...

Sometimes at the supermarket ...

➡ **EXTENSION ACTIVITY** Have students work in pairs. Ask them to choose one of the places where food gets wasted and make a poster offering ideas about how that place can waste less food. Have each pair present their posters and ideas to the class.

1D A life lesson from a volunteer firefighter

TED TALKS

MARK BEZOS works for a charity organization, Robin Hood, which fights **poverty** in New York City. He's also a **volunteer** firefighter in Westchester County, New York, where he lives. Mark Bezos is continuously amazed and motivated by the **acts** of heroism—big and small—that he sees every day.

Mark Bezos's idea worth spreading is that every act of **generosity** matters—even the small ones.



PREVIEWING

Read the paragraphs above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- | | |
|---|-------------------|
| 1 the state of being extremely poor | <u>poverty</u> |
| 2 the quality of being kind and helpful | <u>generosity</u> |
| 3 someone who does a job for no pay | <u>volunteer</u> |
| 4 things done or achieved | <u>acts</u> |

VIEWING

A **1.10** Watch Part 1 of the TED Talk. Choose the correct options.

- In Bezos's town, there's _____.
 - a lack of skilled firefighters
 - a lack of volunteer firefighters
 - ☒ a team of professional firefighters
- Which word best describes how Mark Bezos felt about his first fire?
 - ☒ excited
 - nervous
 - worried
- The woman was probably _____ when the fire started.
 - ☒ sleeping
 - cooking
 - taking a bath

21

LESSON OVERVIEW

Aims: Watch and understand a short talk; observe how to help an audience visualize

Target Vocabulary: acts, generosity, poverty, volunteer

TED Talk Summary: Mark Bezos volunteers his time as assistant captain of the firehouse near where he lives outside of New York City. In his talk, he tells the story of the first burning house that he went into as a volunteer, where he was instructed to get a pair of shoes from the bedroom. While it wasn't the glamorous kind of assignment that he had imagined he'd have as a firefighter, this first job made Bezos realize that even small, seemingly insignificant jobs make a difference.

1D

A life lesson from a volunteer firefighter

PREVIEWING

Have students read the paragraphs individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word. Note that *volunteer* is used as a modifier for the noun *firefighter* in the first paragraph.

VIEWING

A Have students preview the task. Encourage them to listen selectively for the information they need to answer the questions.

1.10 Play Part 1 of the TED Talk. Then have students play the check-your-answers part of the video.

For question 3, note that students will infer that the woman was sleeping based on clues Bezos gives in his story. Elicit the clues. (She was in her pajamas and she was barefoot.)

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *Back in ...*, *nonprofit*, *highly skilled career staff*, and *footrace*.

- B** Have students read over the events.

▶ 1.11 Play Part 2 of the TED Talk. Then have students check answers. Explain the meaning of unfamiliar language. Suggestions for Part 2 include *stunned with ...*, *I swear*, and *master bedroom*.

- ★ CHALLENGE** Ask students to add events they heard Bezos talk about. Suggestions include:

Another volunteer found the captain seconds before Bezos. Bezos went into the burning house, up the stairs, and past the professional firefighters. The homeowner was very happy to see her dog.

- C** Have students read the questions.

▶ 1.12 Play Part 3 of the TED Talk.

Students can discuss with a partner or have a class discussion. For question 2, Bezos is saying that there are many small opportunities for us to help others every day, so there is no reason to wait for big opportunities.

Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *vocation*, *avocation*, *soup kitchen*, and *mentor*.

- D CRITICAL THINKING** Read the questions aloud. Have students work in pairs to discuss the questions. Elicit ideas after students discuss. Students should understand that the other volunteer is really not Bezos's nemesis. He makes a joke by calling the person *Lex Luthor* to point out that he was in competition with this person.

Language Note

Part 1

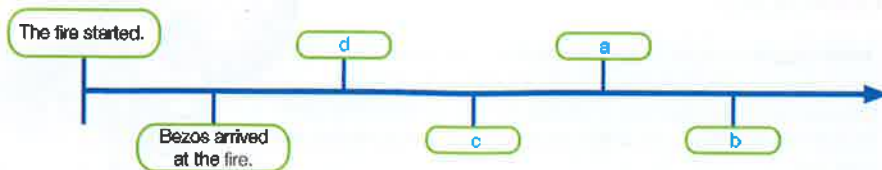
Bezos uses the phrase *Back in New York* to tell his audience that the story he is telling took place in New York. A location can be introduced with the phrase *Back in ...* when it is different from the speaker's current location.

Bezos uses the term *highly skilled career staff* to refer to the professional firefighters, who are well trained to do their jobs and receive a salary.

The term *career firefighter* is often used to refer to the professionals.

- B ▶ 1.11** Watch Part 2 of the TED Talk. Put the events in the order they happened.

- Bezos carried the shoes downstairs and gave them to the homeowner.
- The homeowner sent a letter thanking the firefighters.
- The captain asked Bezos to go into the house and bring back some shoes.
- The captain asked the other volunteer to rescue a dog from inside the house.



- C ▶ 1.12** Watch Part 3 of the TED Talk. Discuss these questions with a partner.

- What has Mark Bezos learned from the acts of kindness, courage, or generosity that he has seen?
- Mark Bezos's message to his audience is "Don't wait." What does he mean by this? He means that if you are able to help someone, do it now. You don't have to wait until you're rich or successful before helping someone.

D CRITICAL THINKING

Inferring Work with a partner. Why do you think Bezos refers to the other firefighter as Lex Luthor (Superman's enemy)? How do you think he really feels about the other volunteer? *Answers will vary.*

Robin Hood volunteer Jasmine Wood reading to a group of children who live in a shelter in New York



A *footrace* is hurrying to do something before someone else.

Part 2

To be stunned with jealousy means to feel it deeply so you were unable to react. The phrase *I swear* is used to say you're not lying in situations where the listener might be experiencing a sense of disbelief about what the speaker is saying.

A *master bedroom* is the largest bedroom in a house.

A *nemesis* is someone you're in competition with.

Part 3

Your *vocation* is your job, while your *avocation* is a hobby or side job.

A *soup kitchen* is a kind of cafeteria where homeless people and others in need can go for free meals.

A *mentor* is someone who spends time advising someone with less experience.

VOCABULARY IN CONTEXT

A ▶ **1.13** Watch the excerpts from the TED Talk. Choose the correct meaning of the words. 1: c, 2: a, 3: c, 4: b, 5: b

B Complete the sentences using the words in the box.

witness to get in on assignments above all

- To get in on the online discussion, you can visit the Facebook page.
- As a volunteer, I'm often witness to how people's lives can be improved through our help.
- Employees should be hardworking and skilled in their jobs, but above all they should be team players.
- Working on group assignments helps people learn teamwork.

PRESENTATION SKILLS Helping your audience visualize

To make your presentation more memorable, help your audience visualize the points you are making. You can do this by:

- giving a demonstration
- telling a story
- using pictures and visuals
- sharing interesting facts or statistics

A ▶ **1.14** Watch part of Mark Bezos's TED Talk. What methods does he use to help his audience visualize? He tells a story.

B ▶ **1.14** Watch again. Complete the sentences.

- "... she was standing outside in the pouring rain, under an umbrella, in her pajamas, barefoot, while her house was in flames."
- "... off I went—up the stairs, down the hall, past the 'real' firefighters ..."

C Work with a partner. What methods would you use to help your audience visualize the following? Answers will vary.

- the problem of food wastage around the world
- a group of people in our society who need care but are often overlooked
- how someone has helped make a difference in other people's lives
- how recycling trash is good for the environment

I'd share facts and data about the amount of food we waste.

B Have students preview the task.

▶ **1.14** Play the video. Check answers as a class.

★ **CHALLENGE** Have students try to complete the sentences before watching the video again.

C Have students work in pairs and brainstorm ideas. Have them make a mind map.

➔ **EXTENSION ACTIVITY** Ask students to choose one of the examples from Activity **C** and practice helping the audience visualize. Tell partners to practice the presentation skill on each other. After pairs have practiced on each other, ask for volunteers to demonstrate the presentation skill for the class.

Skills Note

Note that helping your audience visualize refers to helping them see in their minds in order to better understand the topic being discussed. Bezos does this mainly through a story in which he paints a picture of the scene of the house on fire. His audience can picture what he is saying in their minds—they can see the scene.

In other cases, a story may not be the best technique to use. A demonstration involves a speaker showing the audience how to do something in order for them to understand it better. This is another way to help an audience better grasp an idea.

Make sure students don't confuse visuals with visualization. Visuals are one tool to help an audience understand a topic and main point more clearly. Visuals can include pictures, infographics, slides, charts, etc. While using visuals can be one way for helping an audience visualize, a speaker has many other ways to accomplish this as well.

VOCABULARY IN CONTEXT

A ▶ **1.13** Play the video.
If necessary, play it again.

B Have students work individually to complete the activity. Check answers as a class.

PRESENTATION SKILLS

A Read the information aloud as students read along. Write the examples from the textbook on the board. Make sure students understand that helping the audience visualize refers to helping them imagine in their minds what you are saying. Make sure students don't confuse visualize with visuals, although using visuals can be one way to help an audience visualize. See **Skills Note** for more information.

Touching lives

LESSON OVERVIEW

Aims: Introduce someone important in your life; practice describing how people have made an impact; write a paragraph about a person who has made a difference

COMMUNICATE

A Encourage students to consider a few people and choose whomever they can most easily gather information about. Point out that the person can be someone they know personally or a public figure.

B Read the questions aloud. Tell students to use them as a guide, but to include additional information. Give them time to go online to find information if necessary. Make sure that students understand to focus on the impact that this person has made.

C Model the example. Point out that students should first introduce the person, next share one impact the person had, and then explain one more impact.

Read the phrases for **Describing how people have made an impact**. Explain that students can use any of these phrases during their presentations.

Ask partners to react to what they hear. Elicit some suggestions:

That's so interesting.

I hope I can meet him/her one day.

That was a great story.

Elicit ways they helped the audience visualize. Ask volunteers to give a presentation to the class.

1E Touching lives

COMMUNICATE People who have made a difference *Answers will vary.*

- A** Think of someone you know who has made a difference in your life. It could be someone you know personally—a friend, relative, or teacher—or someone you have read or heard about.
- B** Write some notes about your experience with the person. Use the questions to help you.
 - What has that person done to make an impact on you?
 - When was it?
 - What changes did it make in your life?
 - How did the experience make you feel?
 - How did it change your thoughts or actions?
- C** Work with a partner. Talk about how that person has made a difference in your life.

Describing how people have made an impact

I was inspired to ...

He motivated me to ...

It transformed the way I ...

He changed my mind about ...

Someone who has made an impact on my life is ...

One thing that he did that really made a difference is ...

What she did made me realize that ...

WRITING Describing a personal experience *Answers will vary.*

Write a paragraph about the person who has made an impact on your life and what you gained from that experience.

Someone who has made a big difference in my life is my teacher. She showed me that ...



Students attending class on a "boat school" in Bangladesh

WRITING

Tell students to put the presentations into one paragraph. Explain they can use the language they learned in **Communicate**. Read the model aloud as students read along. Encourage students to write basic information about the person first, and then more specific information about how the person has impacted them. Have students share their paragraphs with a new partner.

EXTENSION ACTIVITY Ask students to include a way to help their readers visualize in their paragraphs. Have them add a story, statistics, or visuals to their paragraphs.

2A

Trends around us

LESSON OVERVIEW

Aims: Learn language for talking about trends; listen to a trends expert; practice talking about trends

Target Vocabulary: common, decrease, fall, fewer and fewer, get worse, grow, improve, increase, more and more, poor, rich, rise, shrink, widespread

VOCABULARY

A Students work individually.

2.2 Play the audio/video to check answers as a class. Explain that when talking about trends, things tend to go in either a positive or negative direction. If necessary, create a chart showing positive and negative verbs. Elicit example sentences for each word not used in the sentences in Activity A.

B Give students enough time to think about and write their answers. For support, encourage students to think about a topic they know well.

C Elicit language that students can use to show agreement and disagreement.

Possibilities:

I agree that ...

I disagree that ...

I don't agree that ...

But I think that ...

But I don't think that ...

Language Note

Note that the language for trends explains if something has grown in a positive or negative direction, such as *increase* and *decrease*, *grow* and *shrink*, *rise*, and *fall*. When students talk about trends, it is often useful to present statistics that describe them.



VOCABULARY Describing trends

A **2.2** Circle the correct words. Then listen and check your answers.

- The economy is doing very well. It is (growing) / (shrinking) fast.
- The number of young people who smoke is (increasing) / (decreasing) because of greater health awareness.
- I eat out more often these days as the quality of food in many restaurants has (improved) / (gotten worse).
- Unhealthy food choices such as fast food are causing health problems like obesity to become (less common) / (more widespread).
- In 1980, the average age of a person in the United States was 30. Now, it has (risen) / (fallen) to nearly 40.
- The Internet has become a part of people's lives. (Fewer and fewer) / (More and more) people are shopping or watching TV programs online.
- Between 1970 and 2014, more affluent households got even (poorer) / (richer), their average earnings increased by 47%.

B Complete the sentences describing trends. Use your own ideas. *Answers will vary.*

- The number of people who _____ has decreased in the last few years.
- _____ has improved over time.
- _____ is/are becoming less common nowadays.
- These days, fewer and fewer people _____.
- _____ is/are getting richer.
- The problem of _____ has become more widespread in the last five years.

C Work with a partner. Do you agree with your partner's statements in B? Why or why not?

Answers will vary.

I agree that the number of people who ...

EXTENSION ACTIVITY Ask each pair to choose one statement from Activity C that they disagreed on. Have each pair share their ideas, and have a quick class debate on which is correct. Ask the rest of the class if they agree or disagree. Encourage students to give reasons for their opinions.

LISTENING Analyzing trends

Summarizing details

To check your understanding of what someone said, you can respond with a summary of his or her ideas.

So you mean ...? So what you're saying is ...?

- A** ▶ **2.3** Watch trend expert Tara Hirebet talk about the work she does. Check (✓) the things that her job involves.

- ☒ reading magazines, articles, books, and blogs
- ☐ developing advertisements for companies
- ☒ spending time with consumers
- ☐ designing logos for businesses



- B** ▶ **2.4** Watch the next part of the interview and complete the sentences.

- Trend spotting helps companies learn about their competitors, customer preferences, and new forms of technology.
- Hirebet has done trend spotting for brands, technology departments, and startups.
- Hirebet helped an international sports brand succeed in the Chinese youth market.

C CRITICAL THINKING

Evaluating In which industries is it most important to spot trends? Why? *Answers will vary.*

SPEAKING Talking about trends

- A** ▶ **2.5** Does Speaker A like music streaming? *Yes, she does.*

A: I just signed up for an account on a music-streaming website.

B: Yeah? Streaming music has become really popular in the last few years. So how do you like it so far?

A: I love it. Especially how easy it is to search for different kinds of music. And the best part is it also gives me good recommendations for other artists to listen to.

B: I know. It's completely changed the way people listen to music.

A: Yeah. It's so much more convenient this way. Anyway, I don't have a lot of space in my apartment to keep CDs.

- B** Practice the conversation with a partner.

- C** Work with a partner. What are some trends you have adopted recently? What do you think of them? Use the expressions in blue above to help you. *Answers will vary.*

I just started getting into online shopping.

Really? How do you like it so far?

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LISTENING

- A** Read **Summarizing details** aloud as students read along. Explain that paraphrasing is a good way to show that you are listening to people. Have students preview the task.

▶ **2.3** Play the audio/video. Write *trend spotter* on the board. Check answers by eliciting details about what the job involves.

- B** Tell students that they are going to listen again for more details.

▶ **2.4** Play the audio/video again. Check answers as a class.

- ★ **CHALLENGE** Have students work in pairs to summarize the words *trend* and *fad*. Tell students to use the language for summarizing details from the box.

- C CRITICAL THINKING** Read the question aloud. Partners brainstorm a list of industries where trend spotting is necessary and some examples of trends that are important. For example, in the fashion industry, trend spotters may look at what different age groups

are buying. Some examples include: beauty, communications, education, food, fashion, finance, media, retail, technology, transportation, and travel.

- **EXTENSION ACTIVITY** Ask students to choose an industry to become a trend spotter in. Have students list three trends that are currently happening in that industry. Ask them to share those trends with the class.

Language Note

Note that students learn more about trend spotters in **Lesson C**. Most industries have trend spotters who try to analyze and predict what is going to become popular next, and what is worth investing in for product development and marketing.

SPEAKING

- A** Ask students to read along as they watch.

▶ **2.5** Play the audio/video. Have students check answers as a class. Elicit the phrase that Speaker A used to express enjoyment of music streaming: *I love it.*

- B** Model the conversation. Then have students work in pairs to practice.

- **SUPPORT** Play the audio/video again, pausing so students can repeat. Elicit ideas for alternative language for the words in blue. Write various options for each on the board for students to use during the activity.

- C** Have students write down some ideas of trends that they've participated in. Then have students work in pairs to brainstorm some current trends popular with their peers. Provide a model for what they might say, for example, *I've noticed more people in my city are using road racers instead of regular bicycles.* Ask for volunteers to share some of the trends they discussed.

- **SUPPORT** Introduce some phrases for reacting to others' observations. Write them on the board.

I've noticed that, too; You're right; Hmm, I didn't realize that; Wow, that's interesting.

Trends in technology

LESSON OVERVIEW

Aims: Understand a timeline of trends; use *will* and *going to* to make predictions; talk about future trends

Infographic Summary: We are all connected through the Internet of Things. The infographic shows the development of technology that has kept us connected over the last few decades, and how it will continue to an even greater degree in the future.

LANGUAGE FOCUS

A ▶ **2.6** Play the audio/video as students read along. Then give them additional time to look over the infographic. Ask them which statistics in the infographic are surprising, and whether they agree with the predictions for the future trends.

B Have students preview the task.

▶ **2.7** Play the audio/video to check answers in pairs.

Elicit the meaning of *bathroom scale*. Make sure students understand that it's traditionally only used to measure weight, but now this instrument has also become part of the Internet of Things.

C Have students read over the language chart for **Talking about future trends**.

▶ **2.8** Play the audio/video.

Point out that both *will* and *going to* are used when making predictions for the future. Direct students to page 183 for more information.

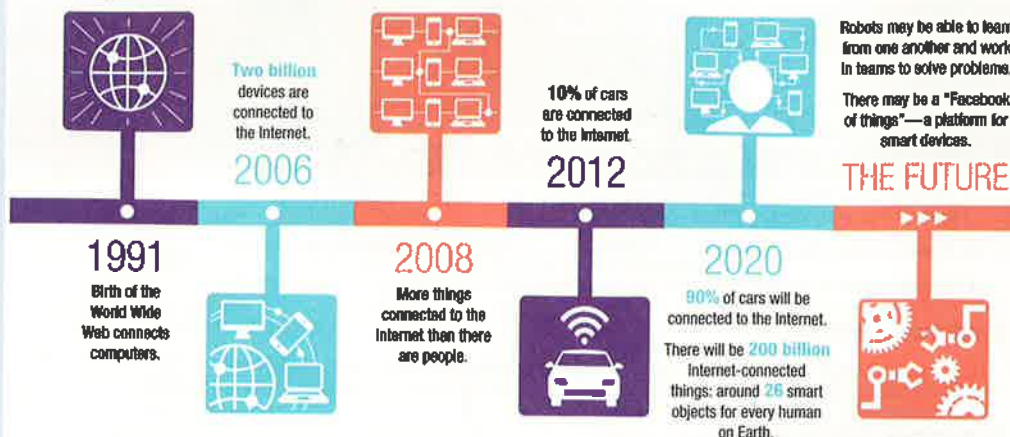
Trends in technology

LANGUAGE FOCUS Discussing future trends

A ▶ **2.6** Read the timeline. Give some examples of smart devices that you use. Answers will vary.

THE INTERNET OF THINGS

The Internet of Things is made up of billions of smart devices that use wireless technology to send information to one another and to us.



B ▶ **2.7** Listen to the conversation. What kind of device does the man want?

The man wants a(n) smart bathroom scale.

C ▶ **2.8** Watch and study the language in the chart.

Talking about future trends

I don't think there will be flying cars anytime soon.

Smart devices in the home will become very popular over the next few years.

In twenty years, there won't be many people without smartphones.

Streaming music is going to become the most popular way of listening to music.

Most home appliances are going to be connected to the Internet within five years.

Robots are becoming more common, but they aren't going to replace humans in all professions.

For more information on *will* and *going to*, see Grammar Summary 2 on page 183.

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Grammar Note

Note that the language in the chart is for making predictions about the future. Both *will* and *going to* can be used interchangeably for this purpose and either can be substituted for the other in the examples in the language chart.

➡ **EXTENSION ACTIVITY** Have students rewrite the sentences in the language chart by exchanging trends. For example, *I don't think there will be flying skateboards anytime soon.*

- D 2.7** Listen to the conversation in B again. How is the device going to help the man achieve his goal? Complete the sentences from the conversation.

- 1 "I think it'll help me lose weight."
- 2 "I'll be able to monitor how much fat I'm losing."
- 3 "I think it'll be useful for seeing what types of exercises are better for achieving my goals."
- 4 "I can record the date that I started doing yoga, and I'll be able to track how well it's helping me lose weight."

- E 2.9** Complete the information. Circle the correct words. Then listen and check your answers.

In the twenty-first century, we ¹ (have already seen / will see) three tech revolutions: the rise of broadband, mobile, and the birth of social media. Experts ² (predict / will predict) that over the next five to ten years, the next tech revolution ³ (connects / is going to connect) billions of devices to the Internet. This is called the Internet of Things—an entire network of devices that are able to "talk" to one another. With this technology, we (will be able to create / were creating) "smart" devices that we can use in our everyday lives. Daniel Burrus, a technology forecaster, believes that there are going to be many new and interesting ways we can use this technology. The Internet of Things ⁴ (changed / is going to change) the way we work, play, and sleep. Life ⁵ (will be / is) very different by 2025.



A "smart" home system allows users to control electronic devices in their homes.

- F** Complete the sentences with your own ideas. *Answers will vary.*

- 1 Within the next few years, there will be _____.
- 2 I think _____ is/are going to become popular in the next five years.
- 3 By 2030, there will probably be _____.

SPEAKING Describing future trends

Work with a partner. Take turns describing and explaining your ideas in F above. *Answers will vary.*

I think within the next few years, there will be more "smart" vehicles on the road.

Yeah, I think so, too. Within the next few years, maybe we'll also see other "smart" objects, such as waste bins that can automatically separate trash into different types!

29

- F** Ask students to share any devices they have that are part of the Internet of Things.

Give them a few minutes to complete their answers. Ask students to stay on the theme of tech trends for their answers. Have students share their ideas with a partner. Tell partners to say whether they agree or not.

SPEAKING

Read the discussion questions aloud. Encourage students to think about things in their everyday lives that could be made easier by a smart device. Model the example with a volunteer.

Write some language on the board for talking about advantages and disadvantages:
One good/bad point about ... is ...;
Another positive/negative thing is ...

- EXTENSION ACTIVITY** Have students work in pairs or small groups to create a proposal for a smart device. Tell them to draw a picture of the device and introduce it to the class. Explain that they should use future tense to explain how the device will improve everyday life. Then have the class vote on the one they'd most like to develop into a real product.

Content Note

Some smart devices predicted to exist in the future include various types of robots, wearable technology, and driverless vehicles. Some specific examples of devices in production now include touchscreen skin, translation earphones, a smart fork, a robotic suitcase, and robot pets.

- D** Have students read the sentences. Encourage them to write any answers they remember from their first listening.

2.7 Play the audio/video. Check answers as a class.

- E** Have students work individually to complete the paragraph. Tell students to read carefully as not all answers are in the future tense.

2.9 Play the audio/video to check answers.

Identifying trends

LESSON OVERVIEW

Aims: Read and comprehend an article about how to spot new trends; understand main ideas and details

Target Vocabulary: analyze, emerging, relevant, take advantage of

Reading Summary: The first step in spotting a trend is to make sure that it isn't a fad. Trends represent shifts in the way that we do something; they are changes with long-term influence that give businesses the chance for new products, services, and ideas. Trends are so important that people make careers out of learning to spot them. New technology helps trend spotters find and analyze data online to recognize what people are talking about that's new. There are also websites like Springwise that gather a large network of people aimed at spotting trends on a local level across the globe. There are a lot of different ways to go trend spotting, and businesses are trying all of them to find the next big thing.

PRE-READING

Have students preview the task. Give them one minute to skim the article to find the topics. If necessary, explain skimming in more detail.

Language Note

A *trend* represents a shift in the way we do something, while a *fad* is something that is momentarily popular and will eventually go out of style.

In marketing terms, to *appeal to a wide range of people* (paragraph 3) means that you want to engage a large audience

Identifying trends

PRE-READING Skimming

Skim the article. Check (✓) the topics that the passage mentions.

- | | |
|---|--|
| <input checked="" type="checkbox"/> characteristics of trends | <input checked="" type="checkbox"/> trend-spotting tools |
| <input checked="" type="checkbox"/> jobs in trend spotting | <input type="checkbox"/> upcoming business trends |

2.10

Businesses need to predict change and spot **emerging** trends in order to stay **relevant** and beat the competition. But how can they know what the next big thing is before everyone else?

FADS VERSUS TRENDS

- One important step in identifying trends is to distinguish them from fads, which don't last long. In 2011, a craze called "planking"—where people photographed themselves lying face down, usually in an odd public place—became popular. However, this turned out to be nothing more than a fad.
- It's often hard to tell the difference between trends and fads in the early stages. But there are several signs we can look out for. First, trends can make money; businesses should be able to see how they can **take advantage of** a new trend and plan long-term strategies. Second, trends tend to link with one another. For example, the trend of online shopping is related to a bigger trend—the rise of electronic commerce.² And third, trends usually appeal³ to a wide range of people. Planking fails in all three areas, and sure enough, by early 2012, it started to lose popularity.
- Another way of spotting trends is to observe people's hobbies. The idea for social networking sites like Facebook, Instagram, and Snapchat came from noticing that people like to share photographs or personal information in their free time.

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Gender **Both** Male Female

Age All

Videos



IN SEARCH OF TRENDS

- The importance of spotting trends has led to a growing industry with a range of new jobs. These vary from individual trend consultants to entire teams of people in large corporations. Social media analysts—a job title that didn't even exist before the mid-2000s—look through huge amounts of data online. Kevin Allocca, whose job is to **analyze** trends on YouTube, spends his day monitoring news headlines and popular videos to help his company look out for industry trends.

with what your company is doing, or you want them to buy what you are selling.

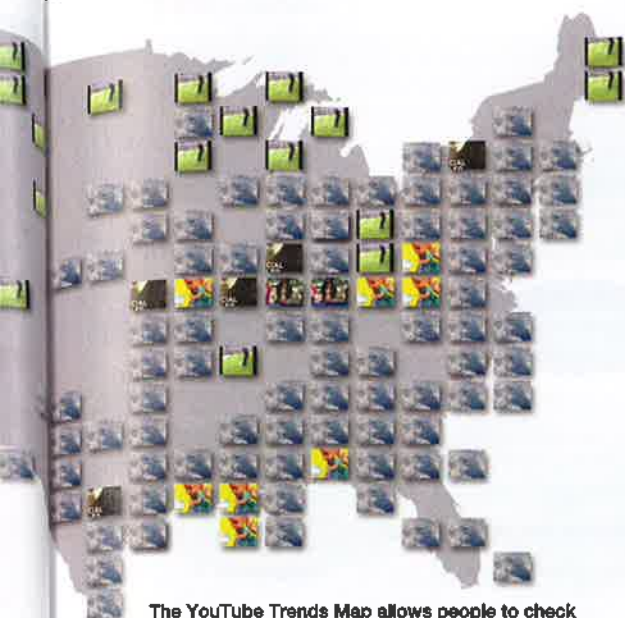
Predictive tech (paragraph 7) refers to software that gathers and analyzes data to make predictions. The passage gives examples of both predictive tech apps as well as predictive tech websites.

Skill Note

Skimming involves reading quickly for main ideas. The first step of skimming includes quickly reading the title, subheading, and captions, as well as looking at pictures. Next, students should read the entire first paragraph quickly, then the first and last sentence of each paragraph, and finally the entire last paragraph. Explain that students should be reading very quickly, picking up on key words and phrases that can give them a general idea of what the passage is about.

18-24 25-34 35-44 45-54 55-64 65+ Type Shares Views Help/FAQ

within 48 hours may not yet appear in age and gender breakdowns.



The YouTube Trends Map allows people to check out the most popular videos in their area.

Video List by cities

	Grey Goose... 2M views 101 regions
	Mother Goose... 2M views 27 regions
	DON'T Touch the... 8M views 11 regions
	Assassin's... 7M views 9 regions
	Mayfield Tornado 88K views 1 region
	Mayfield... 7K views 1 region

NEW TECHNOLOGY

- 6 New forms of technology also aid trend spotters. Allocca uses organization tools such as gReader Pro and NetNewsWire to help filter¹ the many websites he monitors every day.
- 7 Predictive tech analyzes online conversations, blogs, videos, and even photo descriptions. Predictive tech apps search the Web for keywords such as *trend*, *becoming more*, and *recently*, and then compares the data to find common topics.
- 8 There are also predictive tech websites that encourage trend spotters to work together and submit ideas for new trends. Springwise is a

website that allows its members to submit business ideas that they think will work in their city or country. If a member's idea is featured on the website, they receive points that can be exchanged for money.

9 Trend spotting isn't easy, but it is an important skill. Businesses around the world are competing to find the next big thing, and only those that are able to predict and make use of trends will come out on top.

¹ **distinguish:** v. to notice a difference between people or things
² **commerce:** n. the buying and selling of goods and services
³ **appeal:** v. to be liked by people
⁴ **filter:** v. to separate and remove unwanted materials

Content Note

Kevin Allocca is the trends manager for YouTube. His job is to track videos that go viral. Allocca gave a short TED Talk that breaks down the reasons why certain videos go viral.

Springwise is a website that features new businesses on the cutting edge of new trends around the world.

Springwise is focused on learning about trends and introducing new businesses that reflect those trends. The company has over 18,000 trend spotters across the globe who bring them ideas about trends they observe happening locally. Anyone can become a trend spotter for Springwise and submit news about new businesses and trends. Springwise doesn't accept all submissions, but they do give rewards for submissions accepted.

UNDERSTANDING MAIN IDEAS

Explain that the main idea of a passage is the author's central message, and that each paragraph's purpose is to support the main idea. Have students work individually to match each section to its purpose. Check answers as a class. Elicit the location in the passage where students found the information.

UNDERSTANDING DETAILS

Have students preview the task. Give them time to go back to the passage to find the details in the concept map. Check answers as a class, eliciting the location in the passage where each detail is found.

BUILDING VOCABULARY

A Have students work individually to complete the activity. Check answers as a class. Elicit example sentences using each word. Write them on the board.

B CRITICAL THINKING Read the statements aloud as students read along. Have students work in pairs. Encourage students to use the vocabulary from the lesson when sharing their opinions.

Note that for item 1, the job title *social media analyst* didn't even exist until recently. This shows not only the importance of trend spotting, but the important of social media in spreading word of mouth in regard to what is currently popular or not.

For item 2, the author does not suggest that humans are being replaced but that humans are using technology to grow more precise in their predictions.

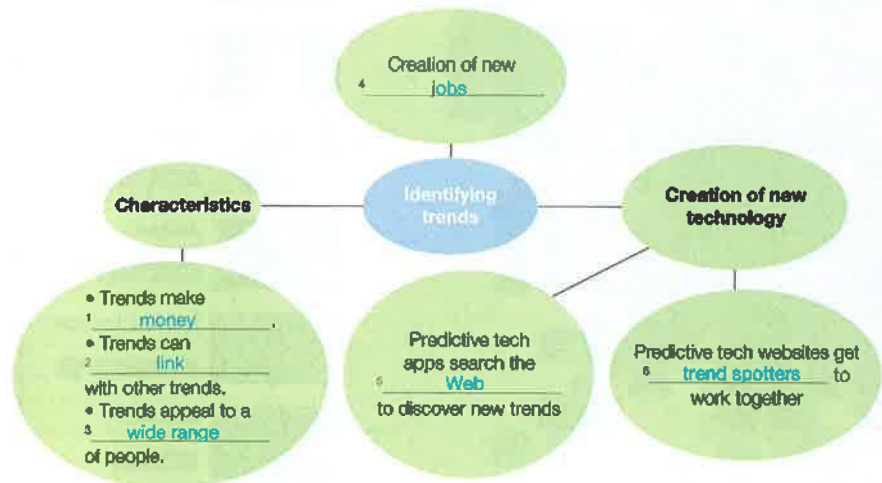
UNDERSTANDING MAIN IDEAS

Match each section of the passage to its purpose.

- | | |
|------------------|--|
| 1 Paragraphs 2-4 | to show how technology can help in predicting trends |
| 2 Paragraph 5 | to highlight the characteristics of trends |
| 3 Paragraphs 6-8 | to describe jobs in trend spotting |

UNDERSTANDING DETAILS

Complete the concept map.



BUILDING VOCABULARY

A Match the words in blue from the passage to their definitions.

- | | |
|---------------------|-------------------|
| 1 emerging | growing, upcoming |
| 2 relevant | study |
| 3 take advantage of | appropriate |
| 4 analyze | make use of |

B CRITICAL THINKING

Inferring Work with a partner. Which statement below do you think the author would agree with? Why?

- Jobs like social media analyst show how important trend spotting has become.
- Predictive technologies have begun to replace human trend spotters.

EXTENSION ACTIVITY Have students work in pairs or small groups to go on social media sites to see what is trending at the moment. Then have them report back to the class. Ask them to identify if it is a trend or a fad. Elicit opinions from the class as to what they think about the trends or fads.

How to start a movement

TED TALKS

DEREK SIVERS is best known as the founder of CD Baby, one of the first sellers of independent music on the Internet. His company, Wood Egg, advises people on how to build companies.

Derek Sivers's idea worth spreading is that while leaders get the credit for starting a movement, the first followers are often the driving force.



PREVIEWING

Read the sentences. Choose the option that has a similar meaning to each **bold** word. You will hear these words in the TED Talk.

- You need **guts** to stand up and share your ideas with thousands of people.
☐ a courage ☐ b ability
- With the speed of change today, having skilled and resourceful workers is **crucial** to many companies' success.
☐ a useful ☐ b extremely important
- Successful business ideas are those that are creative and that **stand out**.
☐ a are practical ☐ b are noticeable in a crowd
- A movement often begins with just one **lone** voice.
☐ a single ☐ b clear
- When Darwin proposed his theory of evolution, he was **ridiculed** by many people.
☐ a laughed at ☐ b respected

VIEWING

A **2.11** Watch Part 1 of the TED Talk. Choose the most suitable options.

- What is the job of the first follower?
☐ a to have the courage to stand out
☐ b to show others how to follow
- What do you think will happen when the first follower joins?
☐ a Other people will want to join in.
☐ b People will ignore him and the leader.

LESSON OVERVIEW

Aims: Watch and understand a talk about about gaining followers; practice commenting on visuals

Target Vocabulary: crucial, guts, lone, ridiculed, stand out

TED Talk Summary: In his playful TED Talk, Derek Sivers shows a three-minute video that starts with one man dancing alone and ends with a crowd dancing alongside him. Sivers dissects this scene to talk about how a movement is made. He outlines each stage of the movement and then talks about lessons we learn from understanding

these stages, namely the initial gutsiness of the leader and the very critical role of the first follower, who actually is the one who gathers all the others.

PREVIEWING

Tell students to guess the definition of the words in bold based on context. Tell students to look at how the word is used in the sentence. Is it a verb, noun, or adjective? Does it seem to have a positive or negative meaning? Check answers as a class. If necessary, explain the meaning of each and elicit additional example sentences.

How to start a movement

Language Note

Part 1

Someone who has *guts* is a risk taker. To *embrace someone* as an equal means you consider this person someone of value.

Sivers describes a person who starts a movement as a *lone nut* because that person stands out until others join in.

Part 2

The phrase *tipping point* describes the moment that a big change happens. The *in-crowd* refers to tastemakers who set trends that others follow.

Part 3

The verb *recap* is a synonym for *summarize* or *review*.

To *get all the credit* means to be given the praise and acknowledgment as the person who did it.

★ CHALLENGE Have students write sentences for each of the vocabulary words based on the theme of trends.

VIEWING

A Have students preview the task.

2.11 Play Part 1 of the TED Talk. For question 2, point out that students should infer the answer based on what they watched. Check answers as a class. Write on the board: *The first follower is what transforms a lone nut into a leader.* Ask students to explain what this means. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *guts*, *embrace someone as an equal*, *lone nut*.

- B** Give students enough time to look over the pictures.

2.12 Play Part 2 of the TED Talk. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *tipping point* and *in-crowd*.

- C** Note that in Part 3, Sivers summarizes what he said. Students should be able to answer question 1 before watching, as well as infer the answer to question 2.

2.13 Play Part 3 of the TED Talk. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 3 include *recap* and *get all the credit*.

- D CRITICAL THINKING** Elicit or explain the meaning of *in-crowd*. Tell students to think of examples from their own lives that they can share with their partners to support their opinions. Ask for volunteers to share some points that they discussed together.

VOCABULARY IN CONTEXT

- A** **2.14** Play the video. If necessary, play it again.

- B** Have students work individually to complete the activity. Check answers as a class. Ask students comprehension questions related to the TED Talk using the vocabulary words. For example:

Who did the crowd emulate in the video? (the followers)

When did the people who were sitting on the fence decide to join? (at the very end)

Which dancer does Sivers think is over-glorified? (the first one)

- B** **2.12** Watch Part 2 of the TED Talk. Match the descriptions to the pictures showing the stages of the movement.

- a A few more people join.
b People rush to join in so that they can be part of the in-crowd.
c A second follower joins.
d People start to join the group at a faster rate, creating momentum. This is the tipping point.



- C** **2.13** Watch Part 3 of the TED Talk. Circle the correct words to complete the advice Sivers gives.

- 1 The most important thing for a leader to do is to (have a good idea / treat the first followers as equals).
2 People should not be afraid of (being the first follower / starting their own movement) when they see someone doing something great.

- D CRITICAL THINKING** Answers will vary.

Inferring Work with a partner. Do you think that people sometimes join a movement or trend because they are afraid of not being part of the in-crowd? Can you think of some examples?

VOCABULARY IN CONTEXT

- A** **2.14** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

1: a, 2: a, 3: b, 4: b, 5: a

- B** Complete the sentences using the words in the box.

emulate sit on the fence nurture over-glorified

- 1 People usually emulate people who inspire them.
2 Schools have a duty to nurture the talents of all their students.
3 When you need to decide who to vote into government, you can't sit on the fence.
4 Sivers feels that leadership is over-glorified because no one becomes a leader without someone else's support.

34

Content Note

Derek Sivers moved from the United States to Singapore in 2011 and began working on a series of books about entrepreneurship in Asia. Each book looks at how to start a business in a specific country.

PRESENTATION SKILLS Commenting on visuals

As you show your visuals, draw the audience's attention to them and highlight the important parts.

- A** **2.15** Watch part of Derek Sivers's TED Talk. Check (✓) the expressions he uses in his talk to comment on the visuals.

- | | |
|---|---|
| <input checked="" type="checkbox"/> So here's... | <input checked="" type="checkbox"/> Now, there he is... |
| <input checked="" type="checkbox"/> Now, notice that... | <input type="checkbox"/> So, pay attention to ... |
| <input type="checkbox"/> Can you see...? | <input checked="" type="checkbox"/> So, over the next minute, you'll see... |

- B** Work with a partner. Brainstorm more phrases you could use to draw attention to visuals in a presentation. *Answers will vary.*
- C** Work with a partner. Choose a video and take turns commenting on the key parts of your video. *Answers will vary.*

If you look at the man on the right, you'll see that he's taking a photo of himself. Notice that ...



PRESENTATION SKILLS

Read the **Presentation Skill** aloud. Remind students that one way to help an audience visualize is to use pictures or visuals, which is what this unit's skill focuses on. Have students work in pairs to brainstorm a list of expressions for introducing and commenting on visuals. Elicit examples from each pair. Write them in a word web on the board.

Skill Note

Visuals are pictures, infographics, slides, and videos that a speaker shows during a presentation that aids the audience's understanding of the speaker's message. Language for introducing and commenting on visuals includes: *In this picture/slide/scene ...; Here you can see that ...; You'll see next that ...; Can you see ...?*

- A** Students preview the phrases. Note that in the case of Sivers's TED Talk, he is introducing scenes in a running video. Point out that Sivers shows a good example of how to talk through a video.

- 2.15** Play the video.

Ask students to pay attention to the body language that Sivers uses in introducing each visual. If necessary, play the video again so students can note Sivers's body language as he introduces scenes in the video.

- B** Have students work in pairs to brainstorm even more phrases. Tell them to think about what phrases they would use if they were presenting Sivers's TED Talk. Elicit at least one new phrase from each pair. Write them on the board.
- C** Explain that students can use a personal video, a music video, or a video they know well. They should know the video well in order to comment on it. Give students a little time to prepare their comments. Tell each student that they have 30 seconds to one minute to show their video and comment on it.

Predicting trends

LESSON OVERVIEW

Aims: Explain an innovation and offer opinions about the probability of its success; write a product description

COMMUNICATE

- A** Explain the meaning of *innovation*. Divide students into pairs with A and B roles. Have each student read their product description and think about ways to paraphrase the information.

Give students a few minutes to read the descriptions and write notes in their own words.

- B** Note that students have the opportunity to review language for describing a process as they explain how the innovation works. If necessary, elicit language for talking about a process or a sequence (*first, next, then, etc.*).

- + SUPPORT** Encourage students to take notes about each other's innovations in preparation for Activity C.

- C** Students decide whether their innovations will become a future trend. Ask students to offer ideas and comments as they discuss. Draw students' attention to **Describing probability**. Elicit any other language that students know for talking about future trends. Some suggestions include: *Maybe it will be ...; Perhaps we'll see*

WRITING

Read the example aloud. Explain that students should write their thoughts and predictions about the technology using language from the unit. Tell them to also include a description of the product.

Predicting trends

COMMUNICATE Consumer trends *Answers will vary.*

- A** You are going to read about some innovations. **Student A:** Turn to page 165. **Student B:** Turn to page 166.

- B** Work with a partner. Take turns explaining what the innovations are.

This is a type of technology that allows people to ...

With this product, people can now ...

- C** Discuss with a partner. Which of these innovations you read or heard about do you think will become more popular in the future? Use the following questions to help you.

Who will the product or service be good for?

What possible applications could there be, and how will people benefit from it?

What other trends would it support?

Describing probability

It's likely to ...

It will probably ...

I think we'll see ...

There's a possibility that ...

WRITING Making a prediction

Write a description of the product or service you read about and your predictions about it.

Mobile payment technology will probably become a bigger trend in the future. Smartphones have become very common, so people may ...

Answers will vary.

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- ★ CHALLENGE** Have students get into groups with other students with the same product. Ask them to read their paragraphs and compare their ideas with others.

- ➔ EXTENSION ACTIVITY** Divide the class into A and B groups. Have a class debate about which product is more likely to continue to be a trend in the future.

Some smartphones allow users to pay using their mobile phones.



3 Improving Lives

“I really believe that sensors can improve the quality of life of the elderly.”

Kenneth Shinozuka
Inventor, TED speaker



UNIT GOALS

In this unit, you will ...

- talk about healthcare issues and solutions.
- read about the challenges of an aging population.
- watch a TED Talk about how technology can make life better for patients and their caregivers.

WARM UP

▶ **3.1** Watch part of Kenneth Shinozuka's TED Talk. Answer the questions with a partner.

- 1 What healthcare issue does Shinozuka identify as most serious in the United States? *Alzheimer's disease*
- 2 What do you know about this healthcare issue? *Answers will vary.*

37

UNIT GOALS

The unit focuses on how technology can improve our health. Note that the ideas in the unit build on what students read and watched in Unit 1 about making a difference, and trends in Unit 2. Students will read, listen to, watch, and discuss the connection between healthcare and technology, and how we can improve life—particularly for aging people. By the end of the unit, students will have used language for cause and effect to discuss the impact that trends in technology may have on the health issues we face today.

TED Speaker

Kenneth Shinozuka is a young inventor committed to the idea that sensor technology can make a big difference for the elderly.

TED Talk Summary

When his grandfather kept wandering away at night due to the effects of Alzheimer's disease, Shinozuka devised a simple technology to help his family be alerted whenever his grandfather got up in the middle of the night.

Idea Worth Spreading

Smart uses of technology can make a difference in our quality of life and our health as we age.

3

Improving Lives

WARM UP

Have students look over the picture, caption, and quote on the page. Review the meaning of *sensors* and *the elderly*.

Language Note

A *sensor* refers to a trigger that detects physical movement and usually turns something on or off when it senses movement.

The elderly refers to people who are aging.

▶ **3.1** Play the preview clip of the TED Talk.

For question 1, elicit the details that Shinozuka gives in the clip. (*fastest growing threat to Americans' health; someone is diagnosed every 67 seconds; number of patients will triple by 2050*)

For question 2, tell students to share any information or personal experience they have. Ask students to discuss if Alzheimer's is a health problem in their home countries.

Content Note

Alzheimer's disease is a progressive brain illness that impairs memory and thinking. There is no cure for Alzheimer's, and it is becoming an increasingly common disease worldwide as the size of the elderly population grows.

Shinozuka won the 2014 Scientific American Science in Action award, which included a \$50,000 prize, for his invention to help Alzheimer's patients.

3A

Caring for your health

LESSON OVERVIEW

Aims: Learn language for talking about your health; listen to someone talk about his health routine; practice talking about staying healthy

Target Vocabulary: caregiver, cure, elderly, monitor, motivate, suffer from, treatment, wearable

VOCABULARY

- A** Have students work individually to complete the information.
- ▶ 3.2** Play the audio/video to check answers as a class. Explain the vocabulary words.
- B** Have students work individually before checking answers as a class. Elicit additional sentences using each vocabulary word. Ask students to give example sentences on the topic of Alzheimer's.
- C** Give students time to read the questions and think about their answers before discussing. For question 1, have students share what is typical in their home countries. Elicit a class discussion. Ask volunteers to share some examples of special healthcare services in their home countries. Tell others to offer opinions about these services.

➡ EXTENSION ACTIVITY Have students go online to get more information about the percentage of elderly people in their home country and common problems found among the elderly population. Ask each group to write and present a short news segment on current trends in relation to healthcare and the elderly. If necessary, elicit a quick review of Unit 2 language.



Using wearable technology is one way we can monitor our health.

3A Caring for your health

VOCABULARY Talking about healthcare

A ▶ 3.2 Complete the information using the words in the box. Two words are extra. Then listen and check your answers.

treatments	caregiver	elderly	suffer from
cure	monitor	wearable	motivate

As populations grow older and the number of ¹ elderly people rises, healthcare is becoming increasingly expensive and complicated. Elderly people naturally ² suffer from more health problems and may need a variety of ³ treatments. One solution is ⁴ wearable technology—small, light devices that people can carry with them. By measuring a person's heart rate, for example, these devices can ⁵ monitor a person's health. This information can help the ⁶ caregiver, nurse, or doctor take care of patients better.

- B** Complete the sentences. Circle the correct words.
- The (treatment / healthcare) for a bad back involves lots of rest.
 - There is still no (cure / caregiver) for many types of cancer.
 - People who are overweight and don't exercise are likely to (suffer from / cure) health issues.
 - Many fitness (treatments / wearables) monitor things such as the number of steps people take.
 - Devices that track exercise can help (monitor / motivate) people to be more active.
- C** Work with a partner. Discuss these questions. **Answers will vary.**
- Does your country have a high percentage of elderly people?
 - Are there any special healthcare services for them?

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Language Note

A *caregiver* is a professional job or someone who takes care of another person. In both cases, the person's primary task is to look after the well-being of someone who is sick.

The noun *treatment* is used in medical fields to refer to care that a person is being given. The noun is often paired with the verbs *get*, *receive*, and *undergo*.

While it is acceptable to refer to a general segment of the population as *elderly* in broad terms, we generally do not call people *elderly* in direct and personal circumstances. This is because it is felt that the term implies a negative stereotype of being feeble and incapable. A more acceptable term is *older*, which is more inclusive than *elderly* or *old*.

LISTENING My health routine

Talking about the benefits of something

We can use expressions like the ones below to describe the benefits of something.

It's great for ... It works well for people who ... I find ... most useful.

- A** ▶ **3.3** Watch Kate Chong talk about her health routine. Check (✓) the ways she stays healthy.

- ☒ by getting enough rest
- ☒ by having a balanced diet
- ☐ by cycling to work every day
- ☒ by exercising every weekend

- B** ▶ **3.3** Watch again. Complete the sentences. Circle the correct words.

- Chong uses a running app on her phone to keep track of (the weather conditions on each run / how far she's run).
- She likes the app because it (is easy to use / helps her stay disciplined).
- Chong's cycling app allows her to (compare cycling data with friends / train with a virtual cycling partner).



Kate Chong leads an active lifestyle.

- C CRITICAL THINKING** Answers will vary.

Reflecting Work with a partner. What other ways do you think technology can help improve people's health?

SPEAKING Talking about staying healthy

- A** ▶ **3.4** Is Speaker A motivated to keep fit? **No, she isn't.**

A: You seem pretty fit. Do you do any regular exercise?

B: Yeah. I go to the gym a few times a week.

A: What do you do there?

B: I do some stretching and then usually run for half an hour or so.

A: Don't you get bored? How do you motivate yourself?

B: Well, I often go with a friend. Also, I recently bought a wearable. It helps me learn more about my lifestyle habits, and motivates me to do more. How about you? Do you do much exercise?

A: Not very often. I'm usually too tired after work. Maybe I should sign up for a class at the gym. I think that will make me more motivated!

- B** Practice the conversation with a partner.

- C** Work with a partner. Talk about what you do to keep fit, how you motivate yourself, and if you use any technology to keep track of your health. Use the expressions in blue above to help you. Answers will vary.

Do you do any regular exercise?

I try to go swimming every week.

- C CRITICAL THINKING** Tell students to use the language for talking about benefits. Encourage students to share any personal experiences they've had with useful technology. Then ask students to make predictions about health and technology five years from now. Use the discussion as a chance for students to review past and future tenses.

SPEAKING

- A** Have students preview the question. Then ask them to read along as they listen/watch.

- ▶ **3.4** Play the audio/video. Have students check answers in pairs. Elicit what kind of exercises the speaker does (*stretching, running*).

Point out the question *Don't you get bored?* and explain the question's meaning. *Don't you get* (adjective)? is a useful follow-up question when learning something new or surprising about someone. Variations include: *Don't you get tired?* *Don't you get scared?* *Don't you get cold?*

Play the audio/video again, pausing after each sentence so students can repeat. Tell students to note the use of frequency in the conversation.

- B** Model the conversation. Then have students work in pairs and alternate between A and B roles. Tell students to try their own ideas for the words in blue.

- C** Give students time to think about what they want to say first. Encourage them to write some short notes to refer to during their discussions. Model the example with a volunteer. Point out that the speaker uses frequency adverbs and phrases when talking about health habits.

- + SUPPORT** Elicit some possible reactions. Write them on the board. Suggestions include:

Wow! That's great.

Don't you get (+ adjective)?

Is it (+ adjective)?

LISTENING

Read **Talking about the benefits of something** aloud as students read along. Have students repeat the phrases.

Point out that language can often be easily varied by trying other adjectives that are synonyms or similar. For *It's great for ...*, elicit some possible substitutions for *great*. Point out that the substitutions should be positive adjectives. Some examples include: *It's good for ...; It's terrific for ...; It's useful for ...*

- A** Give students time to preview the task.

- ▶ **3.3** Play the audio/video. Check answers as a class.

- B** Give students time to preview the task.

- ▶ **3.3** Play the audio/video. Then play it again to check answers to **A** and **B** as a class.

3B

Tech in healthcare

LESSON OVERVIEW

Aims: Understand an infographic about healthcare technology; talk about cause and effect; describe technology

Infographic Summary: Students are introduced to ways in which technology is changing healthcare. Mobile devices, wearable technology, and apps are being developed to help improve the way we monitor and manage our well-being.

LANGUAGE FOCUS

A ▶ **3.5** Play the audio/video as students read along. Then give them additional time to look over the infographic. Point out the statistics and ask students to raise their hands if they use a smartphone or other wearable technology for gathering data about their health or for getting health-related information.

B Read the question aloud.

▶ **3.6** Play the audio/video.

Note that a *sleep tracker* is also called a *sleep monitor*. Elicit answers to more detailed questions about the audio/video. Ask the following:

How is the speaker feeling? (tired)

What's the speaker's problem?
(not sleeping well)

Why is a sleep tracker useful?
(It monitors quality of sleep.)

What does a sleep tracker measure?
(air temperature, amount of light and noise, breath)

C Have students read over the language chart and pay attention to the connectors in blue.

▶ **3.7** Play the audio/video, stopping to have students repeat each question and answer. Go over the meaning and use of language for talking about cause and effect.

3B Tech in healthcare

LANGUAGE FOCUS Discussing mobile healthcare

A ▶ **3.5** Read the information. Do you look up health-related information online? What do you look for?
Answers will vary.

HEALTHCARE IS GOING MOBILE

Technology is changing the way we monitor and manage our health.



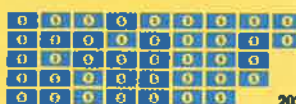
52% of smartphone users now gather health-related information on their phones.



More than 25% of doctors are using mobile technology to provide patient care.

As a result of cheaper and more accurate sensors, the smart wearable healthcare market will be worth more than \$40 billion dollars by 2020.

2014 \$2 billion



2020 \$41 billion

Almost 50% of people aged 25-44 will be using wearable devices by 2018.



Over 75 million wearable devices will be sold between 2014 and 2020.

B ▶ **3.6** Listen to the conversation. What does the woman recommend her friend to do? Discuss with a partner.
The woman recommends that the man use a sleep tracker.

C ▶ **3.7** Watch and study the language in the chart.

Talking about cause and effect

Obesity can lead to other health problems, **so** it's important to have a healthy diet.

Health apps are becoming popular nowadays **because** people are more concerned about their health.

Elderly people usually require more medical care **due to** age-related illnesses.

You should eat less red meat, **as** too much of it can lead to heart disease.

As a result of improvements in medical technology, we are able to treat more illnesses.

Gathering personal health information has become easier **because of** the Internet.

For more information on **cause and effect**, see Grammar Summary 3 on page 184.

Grammar Note

The language chart reviews conjunctions that join two clauses for talking about cause and effect, including **so**, **because**, **due to**, **as**, **as a result of**, and **because of**.

The word **so** introduces an effect (or result or consequence): *I have a cold, so I can't go to the party.*

Both **as** and **because** are followed by the cause (or reason). The **because**-clause usually comes in the second part of a sentence, but not always. More than the word **as**, **because** gives emphasis to the

cause (or reason). For example, *I can't go to the party because I have a cold.*

With **as**, the emphasis is more on the effect: *As I have a cold, I can't go to the party.* The clause that begins with **because** or **as** can come at the beginning or end of a sentence.

Students may also be familiar with the word **since**, which can be used in the same way as **as**. The words **since** and **as** are more formal sounding than **because**.

Both **due to** and **as a result of** are even more formal ways to introduce a cause (or reason).

D **3.6** Listen to the conversation in **B** again. Complete the sentences from the conversation.

- 1 "I had a terrible night's sleep _____ because _____ I kept waking up."
- 2 "I can't really focus in class sometimes _____ as _____ I'm so tired."
- 3 "You'll get to know your sleep habits, _____ so _____ you can see what helps you sleep."

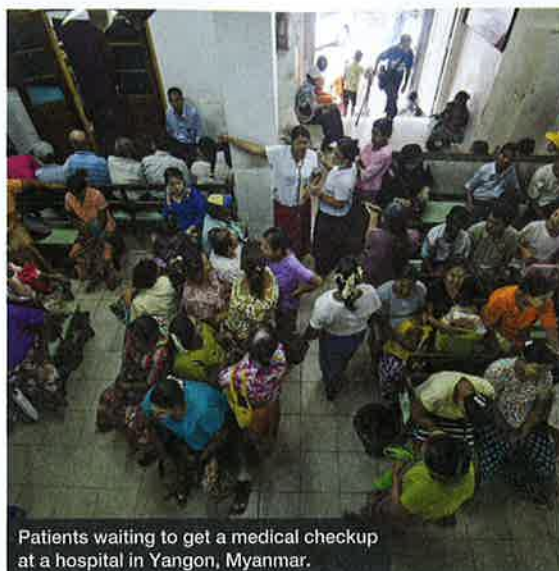
E Match the two parts of the sentences.

- | | |
|---|---|
| 1 A lot of people are buying wearables | so they're easy to carry around. |
| 2 Many lives are saved each year | people can find out a lot more about their health. |
| 3 Fitness devices are usually small and light, | because of improvements in medical technology. |
| 4 As a result of improvements in mobile healthcare, | because they are interested in monitoring their health. |

F **3.8** Complete the information. Circle the correct words. Then listen and check your answers.

Michael Lwin is a Burmese-American who moved back to Myanmar in 2012. When Lwin met his cousin Yar Zar Minn Htoo in Myanmar, he found out that his cousin had gotten hepatitis B—a serious disease—¹(so / because) a rural doctor had used dirty needles and infected Yar Zar Minn Htoo with the virus.

Lwin and Yar Zar Minn Htoo wanted to improve people's access to healthcare in their country. ²(so / as) in 2012, they worked together to start Koe Koe Tech. They created Kyan Mar Yae—the country's first general health app—which sends personalized messages to users' phones. ³(As / Because of) more than 90 percent of the population in Myanmar use smartphones, this is an effective way to provide more people with access to healthcare information and advice. According to Lwin, this app will also benefit the women and children of Myanmar. ⁴(due to / so) 70 percent of births take place outside a hospital.



Patients waiting to get a medical checkup at a hospital in Yangon, Myanmar.

SPEAKING Talking about healthcare tech Answers will vary.

Work with a partner. You are going to read about a type of healthcare technology that could be used in the future. **Student A:** Turn to page 165. **Student B:** Turn to page 166. Describe the technology you have read about to your partner, and explain the effects it could have on people in the future.

Content Note

Koe Koe Tech continues to improve its mobile app and has also started developing new products. It is now working on health information systems for hospitals and medical facilities to keep track of data and records on their patients.

EXTENSION ACTIVITY Have pairs search online for an update on Koe Koe Tech. Ask them to find out how the technology has improved and what new services they are offering. Ask students to check about the various apps.

SPEAKING

Assign each student role A or B. Give students time to study the information about their device before sharing what they know with a partner. Students may use a dictionary to check any unfamiliar language in their descriptions.

Explain they are making predictions in their discussions. Elicit what tense they should use (future tense).

CHALLENGE After pairs discuss, divide students into A and B groups. Ask each member to share one important benefit that they think their device will have. Then have the class vote to see which device can be more beneficial.

D Have students read the sentences. Elicit which words are possible for each. Then play the audio/video to hear which words are used by the speakers.

3.6 Play the audio/video. Check answers as a class.

E Have students work individually to match the sentence parts. Tell them to use the language chart as support. Have them check answers in pairs.

F Have students work individually.

3.8 Play the audio to check answers.

Check understanding by eliciting the answers to the following questions:

Where are Lwin and Yar Zar Min Htoo from? (Lwin is from the U.S., Yar Zar Min Htoo is from Myanmar)

What is Kyan Mar Yae? (a health app for mobile phones)

How does it help others? (people can get health information and advice)

The challenge of Alzheimer's

LESSON OVERVIEW

Aims: Read and comprehend an article about how technology is improving the lives and futures of those with Alzheimer's disease; understand cause and effect and details

Target Vocabulary: approach, behavior, constant, pressure, prevent

Reading Summary: Populations in all countries are aging, and a rise in healthcare challenges is a result of this. Emerging technology is trying to play a role in helping both patients and caregivers. For Alzheimer's disease, tracking devices, automated reminders, and motion sensors are all being developed and used to help monitor patients.

PRE-READING

Draw students' attention to the graph. Elicit a summary of what the graph is illustrating (*the rate of aging in the population of Japan*). Point out that the graph also shows the worldwide trend; and while the rest of the world is not facing the issue as Japan is, the aging population is rising worldwide.

Read the question aloud. Give students only twenty seconds to find the answer. Check answers as a class. Note that the last sentence in the first paragraph mentions challenges of caring for the health of the elderly, but encourage students to infer some specific challenges as well, such as Alzheimer's. Illnesses mentioned in the second paragraph include diabetes, cancer, and heart disease. Another possibility includes having enough facilities with trained staff to care for elderly residents.

The challenge of Alzheimer's

PRE-READING Predicting

Skim the first paragraph. What kinds of challenges do you think there are in countries where people live longer?
Answers will vary.

3.9

For the first time in history, there are more people above the age of 65 than children below the age of five. As populations grow older, aging societies will begin to face major challenges—such as the provision of healthcare.

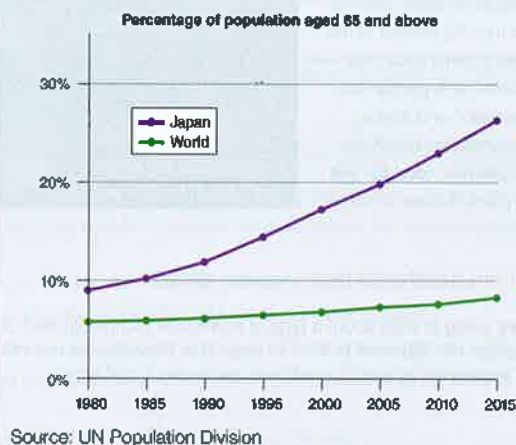
Elderly people have a higher chance of suffering from illnesses such as diabetes, cancer, and heart disease. Providing proper healthcare facilities and treatment is expensive, and the rising cost of healthcare puts a lot of pressure on the working population. In Europe, for example, there are currently four working people supporting one elderly

person. By 2050, this number will fall to two workers per elderly person.

One common health problem that affects elderly people is Alzheimer's disease. Alzheimer's—the most common type of dementia—affects a person's memory, behavior, and thinking. Because of memory loss and behavioral changes, people with Alzheimer's may slowly become unable to take care of themselves, eventually requiring constant care from family members or caregivers.

There is no cure for Alzheimer's at the moment—drugs can only treat its symptoms.

Many developed countries are experiencing aging populations. One of the most notable examples is Japan. Japan's population is rapidly aging as a result of fewer babies being born and people living longer. By 2060, four in ten people will be over the age of 65.



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Point out the footnotes at the end of the reading. Remind students to refer to it before or while reading.

Have students read the entire passage to check their answers, either silently or while listening to the audio/video.

3.9 Play the audio/video as students read along. Explain any key terms that students might not be familiar with.

EXTENSION ACTIVITY Have students work in small groups. Tell groups to imagine Japan in 2060. Ask them to design a plan for a town with only residents over the age of 65. What kind of community activities and facilities should that town have? Have groups design their town plan and then share it with another group.



Elderly people in France doing an exercise led by Nao the robot

26 But technology can improve the lives of those living with the condition by making it easier for them to go about their daily activities. For example, tracking devices placed in watches or jewelry can monitor where a person is. Automated¹ reminders can also
30 be stored in motion sensors and placed around the house. When a sensor detects movement, it can play a recorded voice message to remind the person to lock the door or turn off the stove.

Alzheimer's disease is a huge challenge, but
35 we may be getting close to finding a solution. In the future, it might be possible to treat Alzheimer's without using drugs. A team of researchers in Australia has created a form of technology that

can send sound waves into the brain. These
40 sound waves help to clear waste in the brain that contributes to Alzheimer's. The team has tested their technology and found that it helped to restore² memory in 75 percent of mice. Work on the technology isn't complete, but, if successful,
45 it could **prevent** memory loss in people with Alzheimer's. "I think this really does fundamentally change our understanding of how to treat this disease," says Professor Jürgen Götz, a co-author of the study, "and I foresee a great future for this
50 **approach**."

¹ automated: adj. run by a machine or computer

² restore: v. to return something to its original state

Language Note

The *working population* (lines 10–11) in this case refers to people who work and contribute to government funding of healthcare.

The term *dementia* (line 17) refers to a disease of the brain that affects memory and thinking.

Content Note

As technology continues to improve, new inventions are being made to make caring for Alzheimer's patients easier. This type of technology, which aids daily life, is called *assistive technology*. Here are some examples of recent products for Alzheimer's patients that make use of assistive technology:

Devices that play messages to remind patients to take specific actions that they may otherwise forget to do, such as take medicine, or eat lunch, or lock the door. Some of these devices will play a recorded message to the person with the reminder said in the voice of a loved one. Other devices, such as a watch, might vibrate as a reminder to both patient and caregiver.

Tracking devices are also becoming popular to use with patients who wander, as Shinozuka's grandfather did. The devices help families locate the patient using GPS, as well as alert them if the patient has gone beyond a certain area, such as the house.

Finally, monitors on electrical appliances in the homes of Alzheimer's patients who live alone have also become more common. These monitors let caregivers outside of the home see which appliances have been used, which haven't been used, and if any have been left running by mistake.

UNDERSTANDING MAIN IDEAS

Have students work individually to complete the activity. Tell students not to look back at the reading to find the answer. Check answers as a class. Remind students that the main idea is often found in the first paragraph of an essay or article. Sometimes, an author waits until after a long introduction to the topic to state the thesis. If necessary, explain that the main message of an essay or article is called the thesis statement.

UNDERSTANDING CAUSE AND EFFECT

Review the meaning of *cause* and *effect*. Remind students that it's also called *reason* and *result*. Give students time to refer back to the article to find the answers. Check answers as a class.

Remind students that they learned language for discussing cause and effect in Lesson B. Elicit the language: *so, because, due to, as, as a result of, and because of*.

★ **CHALLENGE** Ask students to make sentences using the cause-and-effect information from the activity. Elicit examples.

UNDERSTANDING DETAILS

Have students work individually before checking answers in pairs. Note that students can probably guess the answers based on background information about Alzheimer's that they've learned in the unit so far.

BUILDING VOCABULARY

- A** Ask students to go back to the reading passage to see each word used in context. Have students work individually to complete the activity before checking answers as a class.
- B CRITICAL THINKING** Read the questions aloud as students read along. Give students a few minutes to refer to the article to gather evidence to support their opinions. After pairs discuss, elicit their answers and ideas.

Note that students should recognize that the author has a positive attitude

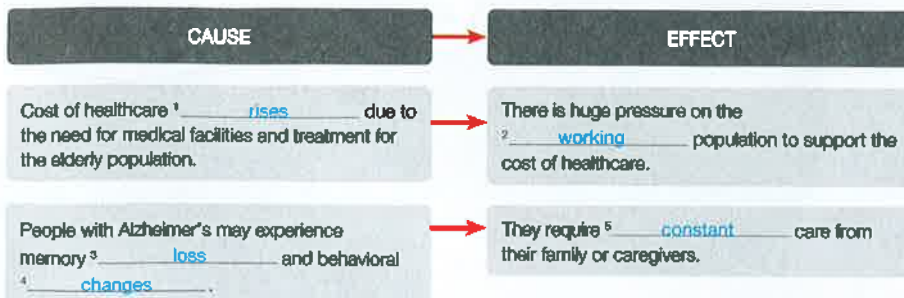
UNDERSTANDING MAIN IDEAS

What is the main idea of the passage?

- a There is a need to better understand the cause of Alzheimer's disease.
- b** Technology may be able to help tackle some of the problems of people with Alzheimer's.
- c Many elderly people are unable to afford the cost of treating Alzheimer's.

UNDERSTANDING CAUSE AND EFFECT

Complete the diagram showing causes and effects.



UNDERSTANDING DETAILS

Choose the correct option to complete each sentence.

- 1 Alzheimer's is a disease that mainly affects the _____.
a muscles b blood **c** brain
- 2 Australian researchers have shown that it may be possible to _____ people with Alzheimer's.
a prevent memory loss in b increase the sleep quality of c improve the communication ability of

BUILDING VOCABULARY

A Complete the sentences using the words in blue from the passage.

- 1 Researchers are still finding ways to prevent people from getting cancer.
- 2 Family members are often under a lot of pressure caring for people with Alzheimer's.
- 3 A constant decrease in the birth rate can cause populations to shrink.
- 4 When an idea doesn't work well, you should try a different approach.
- 5 Scientists sometimes study the behavior of animals to find out what we can learn from them.

B CRITICAL THINKING

Inferring What is the author's attitude toward finding solutions to the challenges of Alzheimer's? What evidence is there from the article? The author has a positive attitude because he says that we may be getting close to finding a solution to treating Alzheimer's disease.

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toward the technology. This can be understood by noting the following positive statements in the passage:

Alzheimer's disease is a huge challenge, but we may be getting close to finding a solution (lines 34–35). ... I foresee a great future in this approach (lines 49–50).

Point out that the author ends the passage with a quotation from an expert that gives a positive outlook. Explain that in this case the author uses a quote by an expert to reinforce the author's beliefs. Note that this is a

useful technique in writing, as readers are more likely to trust the words of an expert than the direct opinion of the author.

➡ **EXTENSION ACTIVITY** Have students work in pairs. Ask them to go back to the reading passage or other content from the unit so far. Tell them to find at least five cause-and-effect relationships to write about. Then have each pair share their sentences with the class. Explain that the pair with the most unique cause-and-effect relationships—ones not also used by other pairs—wins.

3D

My simple invention, designed to keep my grandfather safe

TED TALKS

TED TALKS

KENNETH SHINOZUKA has been designing smart products since he was six years old. Ever since his grandfather was **diagnosed** with Alzheimer's disease, Kenneth's family has **struggled** to care for him. **Concerned** by this, Kenneth designed a smart device. The **sensor** in the device **detects** pressure when someone steps on it.

Kenneth Shinozuka's idea worth spreading is that smart uses of sensory technology can improve our lives as we age—particularly for Alzheimer's patients and those who care for them.



PREVIEWING

Read the paragraphs above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- | | |
|--|------------------|
| 1 worried | <u>concerned</u> |
| 2 notices something | <u>detects</u> |
| 3 had difficulty | <u>struggled</u> |
| 4 identified a medical condition | <u>diagnosed</u> |
| 5 a device that responds to things like light or sound | <u>sensor</u> |

VIEWING

A **3.10** Watch Part 1 of the TED Talk. Choose the correct options.

- Kenneth's grandfather's condition brought a lot of stress to his family because he often _____.
 - couldn't go to sleep
 - ☒ wandered off by himself
 - couldn't express his thoughts
- Kenneth was worried about his aunt's well-being because she was _____.
 - not eating healthy meals
 - often getting sick
 - ☒ not getting enough rest at night

45

LESSON OVERVIEW

Aims: Watch and understand a short talk; observe how to open a talk with interesting facts

Target Vocabulary: concerned, detects, diagnosed, sensor, struggled

TED Talk Summary: Kenneth Shinozuka was a teenager when he invented a device to help his family take care of his grandfather with Alzheimer's. Shinozuka explains how his personal experience with his grandfather's nightly wandering led him to his innovation. He made a sensor to put

in his grandfather's sock so that his family could be alerted anytime his grandfather left the bed at night and wandered off. Shinozuka continues to test his device in hopes to make it a marketable product that many can benefit from.

PREVIEWING

Have students read the paragraph individually. Remind students that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word.

3D

My simple invention, designed to keep my grandfather safe

VIEWING

A Have students preview the task. Encourage students to guess the answers based on the knowledge they have gathered so far.

3.10 Play Part 1 of the TED Talk. Then have students watch the check-your-answers part of the video. Ask students for more details, such as *When does his grandfather usually wander off?* (at night) Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *triples* and *firsthand*.

- B** Have students preview the task. Give them enough time to look over the diagram in detail.

3.11 Play Part 2 of the TED Talk. Check answers as a class.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *preliminary*, *stemmed from*, and *implanted in me*.

- ★ CHALLENGE** Ask students to work in pairs to describe the sequence of steps for a patient using Shinozuka's device. Elicit a quick review of language for describing sequences (*first*, *second*, *third*, *then*, *next*, *finally*, etc.).

- C** Have students preview the task. Encourage them to guess answers based on what they've learned so far about Shinozuka's invention.

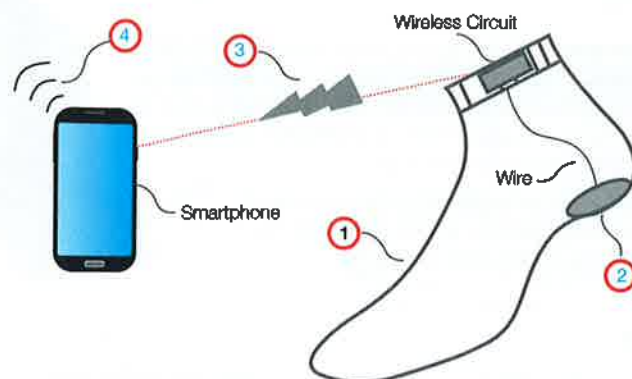
3.12 Play Part 3 of the TED Talk. Have students check their answers in pairs first. Then have students watch the check-your-answers part of the video.

Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *beta test*, *residential care facilities*, *marketable product*, and *correlations*.

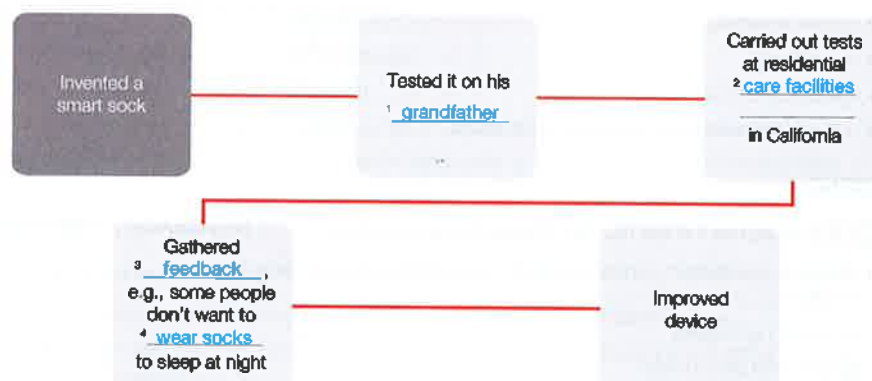
- D CRITICAL THINKING** Read the quote aloud. Explain the meaning of *correlation*. Elicit ideas after students discuss. Possible correlations include the type of bed, what the patient eats or drinks before bed, whether there is a pet in the room or not, and so forth.

- 3.11** Watch Part 2 of the TED Talk. Complete the labels describing how Kenneth Shinozuka's invention works. Then number the steps from 1–4.

- 1 Patient puts sock on.
- 2 When the patient steps on the floor, the pressure sensor detects a(n) increase in pressure.
- 3 Sensor sends a wireless alert to the caregiver's smartphone.
- 4 Smartphone makes a(n) sound/noise.



- 3.12** Watch Part 3 of the TED Talk. Complete the diagram showing Kenneth Shinozuka's invention and research process.



- D CRITICAL THINKING** Answers will vary.

Inferring Work with a partner. Look at the quote below. What other correlations would you look for?

"I'm currently examining correlations between the frequency of a patient's nightly wandering and his or her daily activities and diet."

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Language Note

Part 1

Something *tripled* becomes three times its usual size or amount.

To experience something *firsthand* means that you did it yourself or that it happened to you.

Part 2

The adjective *preliminary* refers to something done first in order to prepare for what's coming next.

The phrase *stems from* is a synonym for *comes from* or *is caused by* that is often used in academic language.

When Shinozuka says that a *desire* was *implanted in me*, he means that he felt his belief deeply. One use of the verb *implant* is to show that an idea is firmly established in your mind.

Part 3

A *beta test* is a preliminary test on a new item or product done to find out what needs to be improved.

The *residential care facilities* that Shinozuka refers to are homes where

Alzheimer's patients live and are taken care of, but these are also homes for elderly or sick people.

A *marketable product* is a product that is going to sell well.

A *correlation* refers to a link or connection between two things. In scientific and academic research, the term is used in regard to factors that are affecting an outcome.

VOCABULARY IN CONTEXT

- A** ▶ **3.13** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: a, 2: b, 3: b, 4: c, 5: c
- B** Complete the sentences with the words from the box.

firsthand stem from incorporate keep an eye on overwhelming

- Caregivers or family members need to keep an eye on people with Alzheimer's.
- Some medical conditions such as obesity may stem from bad lifestyle choices.
- There is overwhelming evidence that smoking causes lung cancer.
- Inventors have to incorporate feedback from users to improve their creations.
- Many caregivers experience firsthand how hard it is for people with Alzheimer's to get on with daily life.

PRESENTATION SKILLS Opening with interesting facts

Start your presentation with interesting facts to get your audience's attention.

Did you know that ...?

You may not know that ...

Here is a fact you may not know ...

What do you think ...?

- ▶ **3.14** Watch part of Kenneth Shinozuka's TED Talk. Complete the facts he gives.

- "What's the fastest-growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease."
- "Every 67 seconds, someone in the United States is diagnosed with Alzheimer's."
- "As the number of Alzheimer's patients triples by the year 2050, caring for them, as well as the rest of the aging population, will become an overwhelming societal challenge."



Kenneth Shinozuka hopes to turn his invention into a product that can help people with Alzheimer's.

VOCABULARY IN CONTEXT

- A** ▶ **3.13** Play the video. If necessary, play it again.
- B** Have students work individually to complete the activity. Check answers as a class. Elicit or explain the meaning of each vocabulary word.

PRESENTATION SKILLS

Read the information aloud as students read along. Elicit ideas about why starting with an interesting fact can be a useful presentation technique. Explain that facts are believable and that getting the audience's attention from the beginning encourages them to be engaged listeners.

Point out that the examples given in the **Presentation Skills** box include two questions and two statements.

Have students preview the task.

- ▶ **3.14** Play the video and check answers as a class. Ask students to explain what kind of impact the statistics had on them as audience members.

★ **CHALLENGE** Have students work in pairs to present the statistics in the activity using other language. Tell students to use the language in **Presentation Skills** or their own words. Partners practice introducing an interesting fact to each other.

➡ **EXTENSION ACTIVITY** Ask students to brainstorm some ideas for how Shinozuka can use his device on patients who don't like to wear socks when they sleep. Have them work in groups and present their ideas.

Skills Note

Shinozuka uses certain techniques to keep his audience engaged. One is that he tells a personal story. Another is that he introduces surprising statistics.

Note that Shinozuka opens by asking a rhetorical question to the audience (*What's the fastest-growing threat to Americans' health? Cancer? Heart attacks? Diabetes?*), which he answers with an interesting fact (*The answer is actually none of these; it's Alzheimer's disease. Every 67 seconds, someone in the United States is diagnosed with Alzheimer's.*). Point out that questions are another way to catch the audience's attention, so combining an interesting fact with a question is an especially effective way to grab the audience's attention.

Healthcare solutions

LESSON OVERVIEW

Aims: Brainstorm and present ideas for tech solutions; practice talking about problems and solutions; write a letter to a company

COMMUNICATE

- A** Divide the class into small groups and assign each group A, B, or C. Give groups time to review the description of the person to design something for.
- B** Give students one minute to think of ideas on their own first. Then give groups enough time to share and brainstorm ideas. Remind students that sometimes the simplest solutions are the most effective, like Shinozuka's sock sensor. Tell groups to choose one member to write down ideas in a mind map.
- C** Read **Talking about problems and solutions** aloud. Students can use any of these phrases in their presentations to their partners. Groups will explain their problems and solutions to the class, and each group member must participate in the presentation. After each group presents, encourage students to ask questions about the product or to offer their opinions. After all groups present, take a vote for the most innovative and effective product.

Remind students to practice the relevant presentation skill they've learned so far (help your audience visualize) as well as the one for this unit (opening with interesting facts).

Model the example. Point out that the speaker first introduces the problem, then the solution. Point out that students will most likely spend more time talking about the solution than the problem.

Healthcare solutions

COMMUNICATE Innovative healthcare solutions Answers will vary.

- A** Work in small groups. Choose one of the scenarios below.

Scenario A

Person A is 70 years old. He is no longer able to walk more than a few meters on his own. He lives alone and is finding basic chores like cleaning and shopping very difficult.

Scenario B

Person B is 65 years old. She needs to take medicine regularly as she suffers from several medical conditions. However, she often forgets to take the medicine. Sometimes she even takes the wrong medicine or the wrong amount.

Scenario C

Person C is a 24-year-old athlete. He is training for a competition next month. He has to keep to a strict, healthy diet in order to be at his best during the competition. However, his training schedules are very busy and he doesn't have enough time to plan his meals properly.

- B** In your group, brainstorm possible tech solutions that could help make life easier for the person. Think about the problem the person faces, how it affects his or her daily life, and how technology can help.
- C** Take turns explaining your group's scenario and presenting your tech solution to the class. Then vote for the most innovative idea.

Talking about problems and solutions

He finds it difficult to ... This ... can aid the person in ...

He struggles with ... One way to improve the situation is ...

The person in our scenario faces the problem of ...

He can use this tech product to help with ...

WRITING Expressing an opinion

Write a short letter to a company that develops tech products for healthcare purposes. Explain the healthcare issue you discussed above, giving your opinion on the best actions to help with similar cases.

Elderly people who live alone may need some help in their daily lives. A possible way to help them is ...

Answers will vary.

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Tech products such as this software for medical students can help improve the quality of healthcare.

WRITING

Tell students to put the content of their presentations together into a letter to a company. Explain that they should describe the problem briefly and then give their ideas for a solution.

Read the model aloud as students read along. Have students share their paragraphs with a new partner.

- EXTENSION ACTIVITY** Have groups make a commercial for their products. Tell them to introduce the problem and then the device that is the solution. Encourage students to include a demonstration in their commercials. Have groups perform their commercials for the class.

Presentation 1

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

finished	because	going to tell	will make
did you know	so	spent	ends up

Hi. I'm Lori. It's nice to be here today. ¹ Did you know that in the Pacific Ocean, there's a huge body of plastic trash floating around that's twice the size of Texas? We have a really big problem with trash in the world. Today, I'm ² going to tell you about what I do to help and how you can get involved, too.

A lot of trash ³ ends up on the beach, in rivers, or in the sea. All this trash harms humans and wildlife ⁴ because it pollutes our environment and poisons our food sources. I live near the sea, ⁵ so I decided to volunteer for a beach clean-up a few Sundays ago. There were about 20 of us. We had our own buckets and gloves, and ⁶ spent a couple of hours picking up all the trash. Here's a picture of the trash we collected. And this picture shows how the beach looked when we ⁷ finished. Seeing the clean beach at the end was really satisfying. It was fun, too, and I made some new friends.

So, that's how I help. I can only play a small role, of course, but when lots of people join in, it makes a big difference. I encourage you to try a clean-up. It's fun, easy to do, and worthwhile. And you ⁸ will make new friends, too. Thanks for listening.



C Have students preview the task.

P.1 Play the video again. Check answers as a class.

Elicit the presentation skills from Units 1–3:

1. Helping the audience visualize
2. Commenting on visuals
3. Opening with interesting facts

Elicit the interesting facts that the speaker uses for introducing the topic. (There is a huge body of plastic floating around that's twice the size of Texas.) Ask students how the speaker helps us visualize this fact. (We can easily imagine something twice the size of Texas.)

Review the presentation skills from Units 1–3 in more detail. Elicit any details and/or language options that students can use in **Your Turn**.

Helping the audience visualize: Give a demonstration, tell a story, use visuals, and share interesting facts and statistics.

Commenting on visuals: Draw attention to the visuals and highlight important parts.

Opening with interesting facts: *Did you know that ...? Here is a fact you may not know ...; You may not know that ...; What do you think ...?*

D Have students work individually to complete the activity. Then play the video to check answers.

Elicit the gestures that Lori uses. Ask students to comment on how those gestures helped her presentation.

B **P.1** Watch the presentation and check your answers.

C **P.1** Review the list of presentation skills from Units 1–3 below. Which does the speaker use? Check (✓) them as you watch again. Then compare with a partner.

The speaker ...

- | | | | |
|-----------------------------------|-------------------------------------|----------------------------------|-------------------------------------|
| • helps the audience visualize by | | ◦ using visuals | <input checked="" type="checkbox"/> |
| ◦ doing a demonstration | <input type="checkbox"/> | • comments on visuals | <input checked="" type="checkbox"/> |
| ◦ giving interesting facts | <input checked="" type="checkbox"/> | • opens with an interesting fact | <input checked="" type="checkbox"/> |
| ◦ telling a story | <input checked="" type="checkbox"/> | | |

D **P.1** Do you remember the way Lori draws attention to the visuals? Complete the sentences below. Then watch and check. Notice her gestures.

" Here's a picture of the trash we collected. And this picture shows how the beach looked when we finished."

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Presentation 1

LESSON OVERVIEW

Aim: Using each of the presentation skills they learned in Units 1–3, students give a short presentation to introduce an issue they care about.

MODEL PRESENTATION

A Have students work individually to complete the sentences. Elicit some basic points about the presentation:

1. Who is speaking? (Lori)
2. What is she talking about? (pollution on beaches and in the oceans and rivers)
3. What story does she tell? (about joining in on a group clean-up at the beach)
4. What is the purpose of the presentation? (to introduce a cause and inspire others to act)

B **P.1** Play the video to check answers. Ask students to describe the visuals that Lori used. Then elicit opinions about whether the visuals were effective or not.

YOUR TURN

- A** Give students time to write their presentation notes. Point out that they can write linear notes or a concept map, whichever they prefer. Ask students to choose an issue that they care about and to think about how they can make a difference.

Ask students to think about whether they have any stories to share and/or interesting facts or statistics to open their presentations with. If necessary, give them some time to search online.

For support, go over the organization of Lori's speech again in more detail. Ask:

How does she open? (with an introduction and an interesting fact)

What language does she use to introduce her topic? (Today, I'm going to tell you about ...)

Where in the speech does she tell her story and use visuals? (in the middle)

How does she close? (by encouraging the audience to do something and by thanking them)

- B** Read the useful phrases aloud as students repeat. Tell students to think about which ones would work best for their presentation content. Explain that they can also use other phrases that they learned in the units. Point out that students should have visuals in their presentations. Elicit some ideas for possible visuals: pictures, photographs, infographics, videos, and so forth. If necessary, elicit some additional phrases for commenting on visuals (*Now, notice that ...; Can you see ...; So, if you look at ...*).

- C** Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**.

YOUR TURN Answers will vary.

- A** You are going to plan and give a short presentation about how you can make a difference. Think about what you want to do, and make notes in the box below.

How I can make a difference

Why I think it can help

- B** Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful phrases

Beginning:

*It's great to be here today.
Did you know that ...?
I'm going to ... / I'd like to ...*

Commenting on visuals:

*This picture shows ...
Here's a picture of ...*

Concluding:

*So, in conclusion, ...
I encourage you to ...
Thanks for listening.*

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–3. As you listen, check (✓) each skill your partner uses.

The speaker ...

- helps the audience visualize by
 - doing a demonstration ☐
 - giving interesting facts ☐
 - telling a story ☐

- using visuals ☐
- comments on visuals ☐
- opens with an interesting fact ☐

- D** Give your partner some feedback on their talk. Include at least two things you liked and one thing that could be improved.

That was a great presentation. You gave interesting facts and included beautiful pictures. Maybe you could talk a bit more about pictures.

50

- D** Explain that when offering feedback after hearing a presentation, it's good to start with a short phrase of praise. Introduce some simple phrases for students to praise each other: *Well done; You did great; That was really good.*

Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example. (*Your opening really got my attention.*) Next, students can offer any points that need to be improved. (*You could have made better eye contact.*)

4 Designing the Web

“Consider the fact that Google processes over one billion search queries every day, that every minute, over 100 hours of footage are uploaded to YouTube.”



Margaret Gould Stewart
User experience designer, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about digital products and how they are designed.
- read about designing websites for millions of people.
- watch a TED Talk about designing for all kinds of users.

WARM UP

▶ **4.1** Watch part of Margaret Gould Stewart's TED Talk. Answer the questions with a partner.

- 1 What examples of classic design can you think of?
- 2 What do you think Stewart means by designs that “live inside your pocket”?

Answers will vary.
She is referring to the design of digital experiences that we come across when we use devices like smartphones.

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UNIT GOALS

In this unit, students will read and watch about design and technology, and discuss the user experience. They will continue to talk about trends, tech, and cause and effect as well as discuss problems and solutions, compare services, and review products. By the end of the unit, students will be able to discuss user experience as well as write online reviews.

TED Speaker

Margaret Gould Stewart works at Facebook designing user experience. She is an expert on designing sites that millions use.

TED Talk Summary

Stewart shares the lessons she's learned while designing for a massive, global audience. Two such lessons are that little things matter and you have to consider a range of circumstances for your global users, down to their devices.

4

Designing the Web

Idea Worth Spreading

Designing for a global user base requires putting the user experience first while at the same time believing your product will make a difference to the entire world.

WARM UP

Have students look over the picture, caption, and quote. Read the quote aloud and explain the meaning of *search queries* and *footage*. Note that the quote will not be heard in the video clip.

▶ **4.1** Play the preview clip of the TED Talk.

For question 1, have the class brainstorm things that students think of when they hear “classic design.” Stewart mentions *finely crafted objects, logos, posters, and maps*.

For question 2, play the clip again so students can hear about the kinds of designing she does (*you use it every day, it changes all the time, it lives inside your pocket*). Students discuss in pairs.

Draw students' attention to the quote on the page again. Ask them to connect their ideas in question 2 to the quote about Google and YouTube. Explain the idea of *user experience*.

Language Note

A *search query* is a website's search function.

Footage refers to unedited and raw video.

User experience refers to how a person experiences a website or an app.

EXTENSION ACTIVITY

Have students work in small groups and share what types of mobile devices are typical in their home countries. Ask them to also talk about trends for websites and apps. What app was everyone using five years ago? What about now?

Technology and design

LESSON OVERVIEW

Aims: Learn language for talking about websites and apps; listen to a website designer; practice talking about experiences

Target Vocabulary: browse, button, download, function, log in, logo, rate, review, search

VOCABULARY

- A** Have students work individually to complete the activity.

4.2 Play the audio/video to check answers. Explain that some of the words can be used as both nouns and verbs (*download, log in, review, search*).

- B** Have students work individually before checking answers in pairs. For item 1, elicit other famous logos that students know.

- C** Encourage students to share about what they like to read, watch, or do online, and what kind of products or services they tend to write reviews or just give a rating for. Write some additional language for their conversations: *I often search for ...; I sometimes go online to find ...; I like to look at websites about ...; I sometimes write reviews for*

4A Technology and design

VOCABULARY Describing website features

- A** **4.2** Complete the labels using the words in the box. Then listen and check your answers.

search
rate

browse
button

review
log in

download
logo

This is the website's **logo**.

Use the **search** box to look for posts you're interested in.

Enter your user name and password to **log in**.

Click on the "share" **button** to send the link to someone else.

You can **download** the recipe by clicking on this icon.

Click on one of these icons to **rate** the post.

You can **browse** the sidebar for the latest posts.

Click to read the **review** of a café.

- B** Complete the sentences. Circle the correct words.

- McDonald's golden arches and Starbucks's mermaid are examples of famous **logos** / **buttons**.
- A lot of people go online to write **downloads** / **reviews** of the products they buy.
- Customers usually **rate** / **log in** a product based on price and how user-friendly it is.
- It's easy to look for information by **downloading** / **browsing** the Web.

- C** Work with a partner. What kinds of apps do you usually download? Have you ever written an online review? *Answers will vary.*

I usually download news apps. I like to keep up with current events.

I prefer downloading gaming apps. My favorite is ...

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Language Note

Download, log in, review, and search are nouns and verbs. *Log in* can also be spelled as *login*.

Internet words change and adapt according to user trends. Some words that start as nouns may become verbs. A well-known example is *google* as a verb, meaning to search online.

Other common terms related to websites and apps include: *upload, post, click, link, chat, message, comment, tweet, like, browser, page, tabs, inbox, homepage, profile, feed, friend, streaming, trending, social media, and news feed*.

- EXTENSION ACTIVITY** Have the students work in groups to brainstorm words related to websites or apps. Tell them to create a word web. Then elicit words from each group to create a word web on the board. For an extra challenge, students focus on words that have a different meaning online, such as *button, post, chat, like*, and so forth. Tell groups to define both online and offline uses of the words.

LISTENING Designing websites

Stating your points

Here are some commonly used phrases for listing points.

First/Second, ... Also, ... One other thing is ...

A ▶ **4.3** Watch web designer Carrie Cousins talk about the work she does. How does she define "user experience"? Discuss with a partner. *It's how a person feels when using a website.*

B ▶ **4.4** Watch Cousins talk about the things she focuses on when designing a website. Match them to their explanations.

- | | | | |
|-----------------|---|---|------------------------------------|
| 1 functionality | — | — | The content is nice to look at. |
| 2 readability | — | — | The website solves a user problem. |
| 3 usability | — | — | The website is easy to navigate. |

C CRITICAL THINKING *Answers will vary.*

Evaluating Work with a partner. What other things do you think are important to consider when designing a website? Why?



Carrie Cousins has more than 15 years of experience in the media industry.

SPEAKING Talking about making decisions

A ▶ **4.5** How did Speaker B decide what product to buy? *He looked for product information online and read reviews. He also compared prices.*

A: Hey, is that a new tablet? I didn't know you had one.

B: Yeah, I *looked around* and *finally decided on this one*.

A: It looks great. How did you decide which one to get?

B: Well, I *checked out* the company's website and watched their promotional videos. I *also read* a lot of reviews online.

A: Did you compare prices?

B: Yeah, this model is the best, I think. It's not the most expensive, and it has pretty good features for the price.

A: What do you like most about it?

B: The size. It's smaller than standard tablets, so I *can easily* carry it around.

B Practice the conversation with a partner.

C Work with a partner. Think of something you bought recently and describe your experience. Use the expressions in *blue* above to help you. *Answers will vary.*

I bought a new pair of earphones over the weekend.

How did you decide which ones to get?

I looked around online and then ...

53

LISTENING

A Read **Stating your points** aloud as students read along. Explain that this is useful language for writing reviews. Note that this language is also useful for presentations, as well as sharing ideas or opinions. Have students preview the task. Read the questions aloud that students will listen for.

▶ **4.3** Play the audio/video. Write *web designer* on the board. Check answers as a class. Then elicit points about the job (creating interfaces for websites and apps).

B Tell students that they are going to listen/watch another clip for more details.

▶ **4.4** Play the audio/video again. Check answers as a class.

★ **CHALLENGE** Have students work in pairs. Ask them to discuss whether they agree with the speaker's opinions about what is most important. Point out that they may have a different perspective since they are users, not designers.

C CRITICAL THINKING Read the questions aloud. Tell partners to brainstorm points that are important for designing websites. Remind students to consider their perspectives as users, too.

SPEAKING

A Ask students to read along as they watch.

▶ **4.5** Play the audio/video. Have students check answers as a class. Elicit what product the speakers are talking about (*a tablet computer*) and the buyer's favorite feature (*size*).

B Model the conversation with a student and have students work in pairs to practice.

➕ **SUPPORT** Play the audio/video again, pausing after each sentence so students can repeat. Elicit ideas for alternative language for the words in *blue*.

C Tell students that they don't have to talk about websites or online user experience, but they can talk about anything they want to review. Explain that the focus is on how students made the decision to buy or experience something, and their impression of the product. Model the examples in the textbook for the class with more details.

➕ **SUPPORT** Write questions on the board that listeners can ask during the conversation:

Do you like it?

What do you think of it?

Is it worth the cost?

What do you like most about it?

4B

User experience

LESSON OVERVIEW

Aims: Understand a timeline about the influence of user reviews; make comparisons using comparatives and superlatives; talk about making purchases based on user reviews

Infographic Summary: User reviews have become a powerful tool for consumers. The infographic shows us that most people trust online reviews and use them to inform their shopping decisions.

LANGUAGE FOCUS

A **4.6** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Tell students to think about their own experiences with user reviews. Ask them to share with a partner what their typical online shopping experience is like. Is there a typical process they follow before they buy?

B Have students preview the task.

4.7 Play the audio/video to check answers in pairs. Elicit more details about the conversation. Ask: *What kind of food are they going to eat? (Italian)*

How many reviews did the restaurant have? (five)

Where did they find the reviews? (on a review site)

C Have students read over the language chart for **Comparing products and services**.

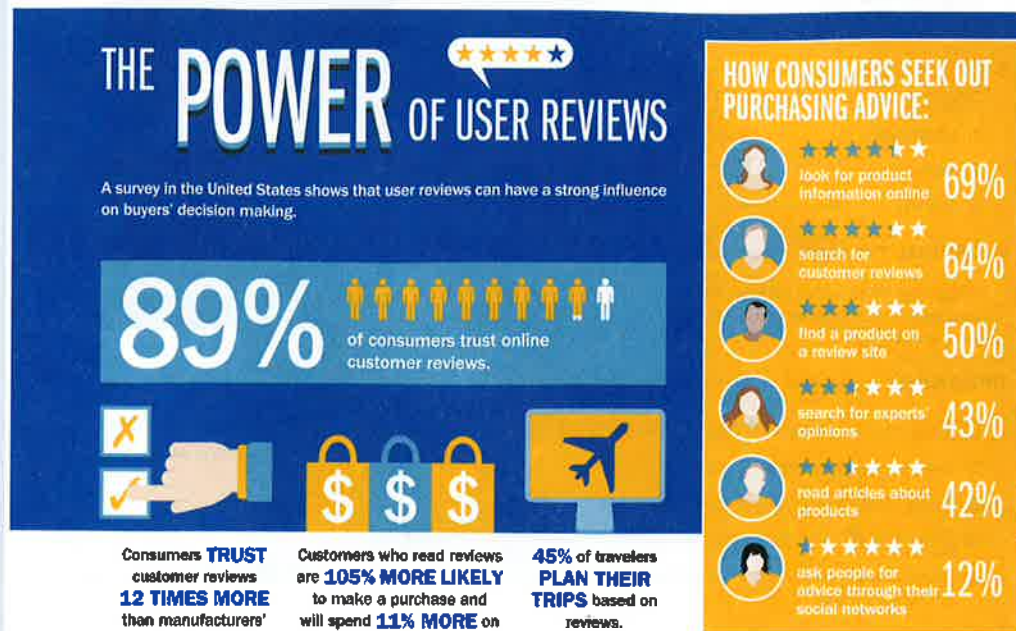
4.8 Play the audio/video.

Review comparatives and superlatives. Then explain the use of *than* and *as* when comparing. Direct students to pages 184–185 for more information.

4B User experience

LANGUAGE FOCUS Discussing the influence of user reviews

A **4.6** Read the information. How often do you buy something online? How important are user reviews to you? *Answers will vary.*



B **4.7** Listen to the conversation. What do the speakers decide to do? Discuss with a partner. *They decide to go to the restaurant and check it out.*

C **4.8** Watch and study the language in the chart.

Comparing products and services

I think using a navigation app is **easier than** looking at a printed map.

I think it's **much more efficient** to work on a desktop **than** on a tablet computer.

Many consumers search online for **the best** product available before buying.

Some smartphones are **just as expensive as** laptops these days.

These days, people use their phones in **very different** ways **from** just ten years ago.

Smartphones today have pretty much **the same** functions **as** computers.

For more information on **making comparisons**, see Grammar Summary 4 on pages 184–185.

Grammar Note

Note that the language in the chart focuses on making comparisons and offers examples with both comparative adjectives and superlative adjectives. Comparatives compare two things (*taller*), and superlatives compare several things in a group (*tallest*).

Comparatives are usually formed by adding the suffix *-er* to adjectives with one syllable (*longer*) or two syllables if the word ends in *y* (*sunnier*). For two or more syllables, add *more* or *less* (*more/less crowded*, *more/less interesting*).

Superlatives are formed by adding the suffix *-est* for one syllable (*longest*) or two syllables if the word ends in *y* (*sunniest*). Add *most* or *least* before adjectives with two syllables (*most/least crowded*) or three or more syllables (*most popular*, *least interesting*).

Note that *than* appears after the adjective. When a comparison is being made using *just as* + adjective + *as*, it means that the two things both have the characteristic being discussed to the same degree.

D **4.7** Listen to the conversation in B again. Circle the correct words.

- 1 The woman is (as confident as / **more confident than**) the man about the reliability of online reviews.
- 2 The man thinks that checking out the restaurant in person is (**better than** / not as good as) reading online reviews.

E Complete the sentences to make comparisons. Add suitable comparison words as necessary.

- 1 Sometimes, cheaper products may be just as reliable as (reliable) more expensive products—the price may not mean a difference in quality.
- 2 One of the most important (important) things in website design is making it easy for users to find information.
- 3 Online prices are usually not as expensive as (not, expensive) store prices.
- 4 I bought a shirt online, but when it arrived, it was different from (different) how it looked in the pictures.
- 5 Some people think shopping at an actual store is better than (good) buying things online because they can touch and try out the products.

4.9 Complete the information. Circle the correct words. Then listen and check your answers.

It has become a lot (**more** / **better**) common for consumers to look for reviews online when making decisions on what to buy. It helps them find out what other people think of a restaurant or an item they have bought. According to a survey, consumers think that customer reviews are 12 times **more trustworthy than** / **most trustworthy** the manufacturer's product description. The growing influence of online reviews means that businesses have to work hard to provide the **better** / **best** products to stay competitive. Online comparison sites also make it **as easy as** / **easier than** before for consumers to compare prices. They can quickly find out if a business is charging them **as different as** / **the same as** others for a product or service.

The Yelp app allows users to read reviews of different businesses.



SPEAKING Making decisions based on user reviews Answers will vary.

A Work with a partner. You are planning to buy a virtual reality headset. Turn to page 168 and read the reviews of two products. Discuss the following questions.

- 1 What features do you think are most important?
- 2 How do the products compare in terms of the features you're looking for?

B Decide which product you would buy. Describe the product you chose and give reasons for your choice.

I chose number 1. It's lighter and cheaper, so ...

Having a lot of features is good, but the price ...

SPEAKING

A Give students time to read the product reviews before discussing. Explain that they will each choose one to purchase. Explain the meaning of *virtual reality headset*. Pairs should discuss both headsets and refer to the language chart to support their discussion.

B Model the conversation. Explain to students that they should say what convinced them to choose the product that they did. Ask for volunteers to share their choice and the reasons why. Encourage students to use the language they learned in Unit 3 for talking about cause and effect (reason and result) when sharing their reasons for choosing a headset.

EXTENSION ACTIVITY Have partners work together to do an online video review of one of the items. Explain that they are online reviewers who make videos to evaluate new products and post them online. Tell them to explain the product, give a demonstration, and review it. Have pairs present their reviews to the class. If the technology is available, have students make videos to post online for each other to view and comment on.

Content Note

A virtual reality headset is a headset with goggle-type glasses that immerses the user in the world of a video game or other virtual entertainment. The headsets aim to make the users feel like they are located inside the world of the video game.

D Have students preview the task. Encourage them to make guesses based on their first listening.

4.7 Play the audio/video. Check answers as a class.

E Have students work individually to complete the exercise, referring to the

language chart for support. Check answers as a class, reviewing the grammar use in each sentence.

F Have students work individually.

4.9 Play the audio/video to check answers. Ask students to name some online comparison sites that they use.

4C

Website design on a giant scale

LESSON OVERVIEW

Aims: Read and comprehend an article about website design; summarize key points


Target Vocabulary: attached, frustrating, encourage, impact, spam

Reading Summary: Two lessons that Margaret Gould Stewart learned while working at Facebook and YouTube are to use data to improve design and to introduce change with care. The first lesson means that it's important for designers to know data on how often people are using functions, and alter their designs accordingly. This data is key, and when combined with testing, research, and the designer's intuition, a good design can be made. The second lesson is about how to bring that design to the public. People are often reluctant to change, and this emotional part of the user experience is also important, which is why new changes have to be introduced carefully to the user.

PRE-READING

Have students read the question and answers. Give them one minute to skim the article to find the purpose. Remind students to include the title, subheadings, pictures, and captions while they skim. If necessary, explain skimming in more detail.

Have students read the entire passage, either silently or while listening to the audio/video.

 **4.10** Play the audio/video if necessary.

+ SUPPORT Play the audio/video again. Stop to explain any unfamiliar terms.

4C

Website design on a giant scale

PRE-READING Skimming

Skim the article. The purpose of the article is to _____.

- a explain how difficult it is to design huge websites
- b** discuss some lessons in huge website design
- c explore the common challenges of digital design

4.10

Margaret Gould Stewart has designed for some of the giants of the Internet, including Google, YouTube, and Facebook. Here are two lessons she has learned from her experience designing for Internet users.

LOOK BEYOND DATA

For a long time, Facebook had a tool that allowed people to report photos as **spam** or abuse.¹ But of the cases reported, only a small percentage of the photos were actually offensive.² One of the designers on the team felt there probably was a reason for this, so he studied the cases carefully. He found that in most cases users just didn't like the photos of themselves their friends had posted, and wanted them taken down. To enable people to report cases like these, the Facebook team added a new feature. This feature allowed people to message their friends to ask them to take the photo down. But only 20 percent of people used the function.

The team worked on the case further—it spoke to communications experts and studied rules of polite language. It discovered that users didn't just want to tell their friends to take the photo down—they wanted to tell their friends how the photo made them feel. So the team made a

small change. People could select a message to explain why they didn't like it, such as, "It's embarrassing." This small change had a huge **Impact**—60 percent of people who reported photos used the function. Surveys showed that people on both sides of the conversation felt better as a result.

While data about how people are using a product can help designers make decisions, it isn't always as simple as following the numbers. Other factors such as intuition,³ research, and testing of design are equally important. As Stewart points out, "Data can help you make a good design great, but it will never make a bad design good."



Language Note

To **report** (line 8) something online means to complain about content and ask to remove it from a website.

To **post** (line 14) something on a website means to add content or upload photos. **Post** can also refer to the content that is put on the site.

The word **message** (line 18) is used as a verb and means to send or receive a short message via a website platform.

To **take** (something) **down** (lines 18–19) from a website means to remove it.

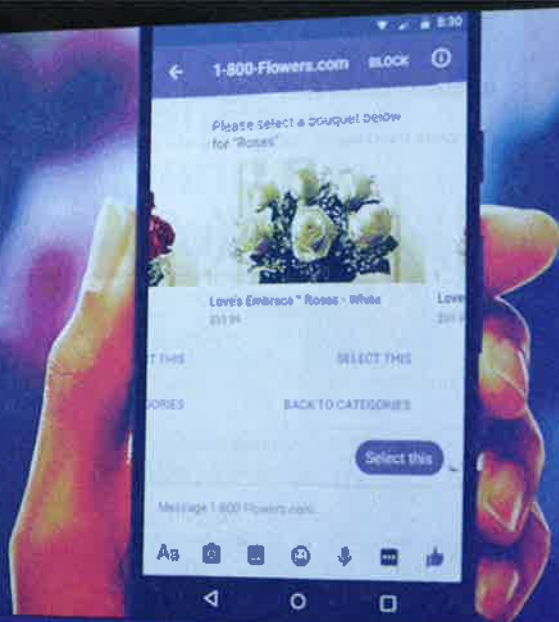
When discussing the spam reporting tool on Facebook, the author writes *people on both sides of the conversation* (line 32) to refer to the person who made a report and the person who posted the photo.

Thumbs up or **thumbs down** (lines 50–51) are used in online ratings to mimic physical gestures for good (thumbs up) and bad (thumbs down).



Messenger Platform beta

Mark Zuckerberg, CEO of Facebook, introducing the new features of its messaging app



INTRODUCE CHANGE CAREFULLY

At one time, YouTube was looking for ways to **encourage** more people to rate videos. When

45 Stewart and her team looked into the data, they found that most people were only using either the highest rating (five stars) or the lowest rating (one star). Almost no one was using two, three, or four stars. So the team decided to simplify the rating—it
50 gave users a choice between good or bad: thumbs up or thumbs down.

YouTube tried to prepare people for this change by sharing data about how the five-star rating system wasn't being used as intended. It
55 announced that it was going to change the system to match user behavior. When the change was

made, it was still **frustrating** for some users as they had become **attached** to the old design. However, because of the preparatory steps taken earlier, it was easier for YouTube to get users to accept the change.
60

This experience shows that even when huge websites try to manage change carefully, it's impossible to completely avoid negative responses.
65 Any changes—even small improvements—need to be introduced carefully.

¹ abuse: n. improper use of something

² offensive: adj. making someone feel hurt or uncomfortable

³ intuition: n. a natural feeling about something

Content Note

Margaret Gould Stewart worked in design at Google Search and YouTube before moving to Facebook. Working for global websites means that her team is always changing and refining their designs. In her TED Talk, she explains that her designs “disappear by nature,” since websites are constantly evolving for better user experiences, which makes her job more exciting because she’s making an impact on the world.

SUMMARIZING KEY POINTS

Draw students' attention to the diagram. Explain that visual outlines may sometimes summarize content and can be a useful tool for organizing content when reading a passage or before writing an essay. Explain that since the diagram gives a summary, the language is not the same as in the passage. Note that this is a useful technique while doing research. Give students enough time to go back to the passage to find the details. Have students check answers in pairs.

★ **CHALLENGE** Have students work in pairs to make a concept map of the details in the diagram. Tell them to use their own words and not to copy the textbook. Then have pairs paraphrase aloud to each other the two situations in the passage.

BUILDING VOCABULARY

A Have students work individually to complete the activity. Check answers as a class. Elicit example sentences using each word and write them on the board.

B Have students work individually to complete the sentences. Have them compare answers in pairs.

Skill Note

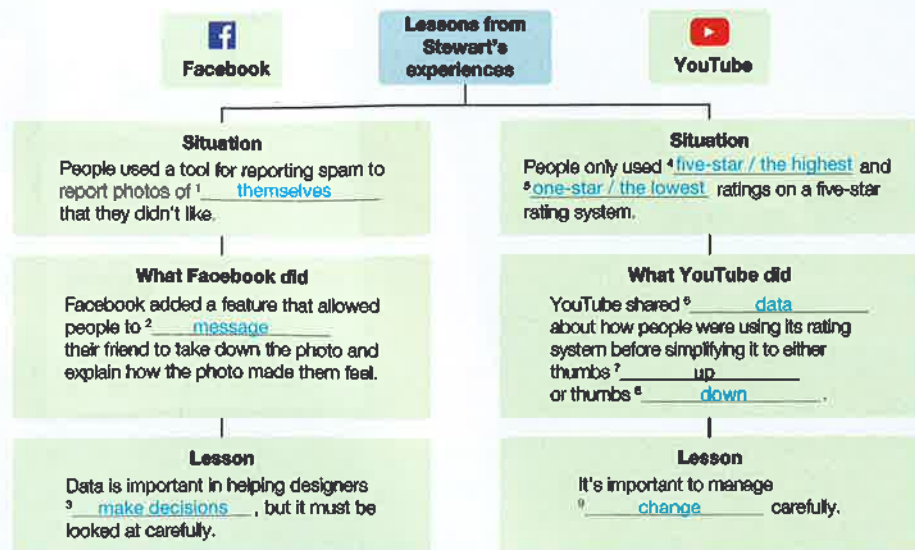
See **Skill Note** for Skimming in Unit 2, page 30.

Summarizing involves using your own words to explain the content succinctly. A summary usually contains main points only. In research and writing, summarizing is a useful tool for avoiding plagiarism (copying and using someone's exact words). In reading, it is also a useful tool for making sure you understand the main points of the content in longer articles and passages.

C CRITICAL THINKING Read the question aloud as students read along. Have students work in pairs. Tell them to think about their own

SUMMARIZING KEY POINTS

Complete the diagram summarizing Margaret Gould Stewart's experiences.



BUILDING VOCABULARY

A Match the words in **blue** from the passage to their definitions.

- | | | | |
|---------------|---|---|---|
| 1 spam | ○ | ○ | an effect |
| 2 impact | ○ | ○ | having a strong liking for something |
| 3 encourage | ○ | ○ | unwanted emails |
| 4 frustrating | ○ | ○ | annoying, irritating |
| 5 attached | ○ | ○ | to make someone more likely to do something |

B Complete the sentences using the words in A.

- I get more spam than regular emails.
- YouTube made its rating system simpler to encourage more people to rate videos.
- Creative innovations can have a big impact on how people interact with one another.
- Some people may find learning how to use a new cell phone a(n) frustrating experience.
- Many people become emotionally attached to their smartphones.

C CRITICAL THINKING Answers will vary.

Inferring Why do you think more people sent a message to their friend after Facebook allowed them to explain how the photo made them feel? Discuss with a partner.

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personal experiences of having friends post pictures of them. Did they ever wish the photo wasn't online for everyone to see? Did they ever post a picture of a friend that embarrassed that friend? Encourage students to use the vocabulary from the lesson when sharing their experiences and thoughts.

➕ **SUPPORT** Write useful phrases for opinions on the board: *I think ... because ...; I agree; I don't agree; I agree, but I also think ...*

➕ **EXTENSION ACTIVITY** Ask students to write a story about a time that a friend did something they felt uncomfortable about and how the problem was resolved.

How giant websites design for you (and a billion others, too)

TED TALKS

MARGARET GOULD STEWART has spent her career asking the question, "How do we design user experiences that change the world?" She has managed user experiences for some of the most visited websites in the world, including YouTube and Facebook. The wide reach of these websites means that Stewart has had to deal with **unprecedented** challenges and **constraints**.

Margaret Gould Stewart's idea worth spreading is that designing at a global **scale** requires both the **audacity** to believe your product is needed by the whole world, and the **humility** to understand that your audience is far more important than you as a designer.



PREVIEWING

Read the paragraphs above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- | | |
|--|----------------------|
| 1 the quality of not being proud | <u>humility</u> |
| 2 confidence or courage to take risks | <u>audacity</u> |
| 3 the size or level of something | <u>scale</u> |
| 4 things that limit what you can do | <u>constraints</u> |
| 5 not done before or hasn't happened in the past | <u>unprecedented</u> |

VIEWING

A **4.11** Watch Part 1 of the TED Talk. Check (✓) the sentences about design challenges that Margaret Gould Stewart mentions.

- ☒ Designers need to believe that their products are something the world wants.
- ☐ Users differ greatly in the kinds of things they want.
- ☒ Designers must understand that their work may have an important impact on people's lives.
- ☒ There are no fixed ways of doing things or guaranteed success when designing at scale.

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LESSON OVERVIEW

Aims: Watch and understand a talk about designing for a very large audience; practice asking questions to the audience

Target Vocabulary: audacity, constraints, humility, scale, unprecedented

TED Talk Summary: In her informative TED Talk, Margaret Gould Stewart explains the lessons she's learned while working

for some of the biggest websites in the world. First she talks about the importance of website design, and how websites like Facebook, which has over 1 billion users, have the potential to change the world. In acknowledging the power these sites have, a designer also realizes that designing for such a massive audience requires continuous research and refining. She says the job is exhilarating and frustrating, but knowing she is creating a product that can improve the world keeps her engaged, focused, and humble.

How giant websites design for you (and a billion others, too)

PREVIEWING

Give students enough time to read. Tell students to use the background knowledge that they now have about Stewart while listening to her TED Talk. Point out the usefulness of background knowledge for listening comprehension. Check answers as a class. If necessary, explain the meaning and elicit additional example sentences with each word.

VIEWING

A Have students preview the task.

4.11 Play Part 1 of the TED Talk. Check answers as a class. Write on the board: *What do you think of when I say the word design?* Ask students to share the images they think of when they hear the word *design*. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *finely crafted*, *timeless*, *at scale*, and *networks*.

- B** Have students preview the question and answers. Remind them that they read about redesigning the Facebook “Like” button in **Lesson C**.

▶ 4.12 Play Part 2 of the TED Talk. Check answers as a class. Note that students have already been exposed to the Facebook “Like” button story in the reading passage in **Lesson C**. Ask students if this background knowledge helped them to understand this part of the TED Talk.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *out of sync*, *constraints*, *gradient/degrade*, and *a huge pain in the butt*.

- C** Have students preview the question and answer choices. Explain that students will infer their answers based on what they hear her say in the video.

▶ 4.13 Play Part 3 of the TED Talk. Check answers as a class. Elicit the meaning of the quote in relation to the picture on the page. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 3 include *in earnest*, *low-end*, and *get your head around it*.

- D CRITICAL THINKING** Give students a few minutes to think and take notes about their ideas and then summarize what they think Stewart means. Ask pairs to share one point they discussed.

Note that Stewart is referring to the reality that the majority of her users live in developing countries and don’t have access to the same levels of technology that she does. She knows that she will only be able to create a great website for everyone when she keeps these global realities in mind. To design for old cell phones is not thrilling work, which is what she means when she says it is not glamorous, but she knows that it is important work to reach people in places where the latest technology and gadgets aren’t available.

- B ▶ 4.12** Watch Part 2 of the TED Talk. Which of the following describes the lesson learned from designing the Facebook “Like” button?

- a** When you are designing on a huge scale, every detail—no matter how small it seems—is important.
- b** It’s necessary to spend a lot of time and effort redesigning elements many times in order to make sure that the overall design fits the brand image.
- c** The smallest design details are the most important when designing on a huge scale, and you need to get the best designers to work on them.

- C ▶ 4.13** Watch Part 3 of the TED Talk. Check (✓) the information Margaret Gould Stewart is likely to agree with.

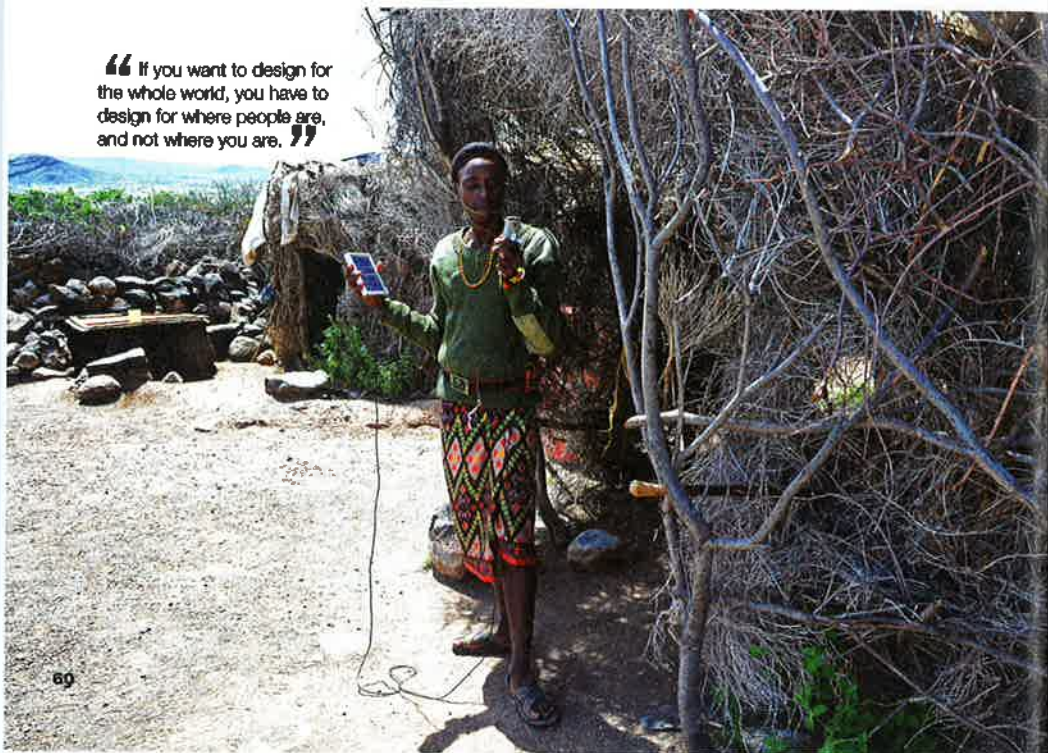
People who design at scale _____.

- ☒ need to design for low-end cell phones
- ☒ should try using their products in different languages
- ☒ need to try out their products on both old and new phones
- ☐ should find ways to cut costs

- D CRITICAL THINKING** Answers will vary.

Inferring Margaret Gould Stewart describes her work as something that isn’t always glamorous. What does this say about the work she does?

“If you want to design for the whole world, you have to design for where people are, and not where you are.”



Language Note

Part 1

Something *finely crafted* has been made with great attention to detail.

Timeless means that it is not affected by fads or trends, but would be popular in any time.

Designing *at scale* means in relation to the appropriate size.

The *major U.S. networks* refers to the biggest TV companies in the United States.

Part 2

Out of sync means not working well together.

A *constraint* is something that prevents something else from happening—a limitation.

Part 3

Something done *in earnest* is done passionately.

To be *miffed* means to be angry or annoyed about something.

A *dead cell zone* refers to an area where a cell phone cannot connect to a network.

Low-end is cheap and not well made.

VOCABULARY IN CONTEXT

- A** **4.14** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: a, 2: c, 3: a, 4: b, 5: b
- B** Complete the sentences. Circle the correct words.
- Designers can (get their heads around / keep in touch with) clients via email or social media.
 - Great designs are (timeless / out of sync)—they last forever.
 - Designers for huge websites should always (keep in mind / get their heads around) that change needs to be managed carefully.
 - It can be difficult to (get your head around / keep in mind) complicated computer terms unless they're explained simply.
 - I haven't done any design work in a while. I think I'm (out of sync / keeping in touch) with the latest trends in design.

PRESENTATION SKILLS Asking the audience questions

Ask your audience questions to keep them engaged and to encourage them to think about the topic. Questions sometimes begin with *So* or *Now*.

- A** **4.15** Watch part of Margaret Gould Stewart's TED Talk. Complete the questions she uses in her talk.
- "What do you think of when _____ *I say the word 'design'* _____?"
 - "Now, why would we spend so much time on _____ *something so small* _____?"
 - "So how do we keep this _____ *big, big picture in mind* _____?"
 - "So what does it mean to _____ *design at a global scale* _____?"
- B** Work with a partner. Take turns explaining the steps for doing something. Practice using questions in your explanation. *Answers will vary.*

Do you often receive spam? Here's how you can prevent ...



Skills Note

Catching the audience's attention is a key part of giving a successful presentation. One way to do that is introduced in this unit's presentation skill: asking the audience questions.

When a speaker asks the audience a question, it is often rhetorical, one that does not require an answer but asked to make the listener think.

- B** Explain that students are going to practice the **Presentation Skill**. Ask them to choose a simple topic and give them time to write down ideas and questions to get their partner's attention. After pairs practice with each other, ask for volunteers to present to the class.

- EXTENSION ACTIVITY** Have students go online to look at the most recent design of the Facebook "Like" button. How has it changed? What do they think about the changes? Ask them to work in pairs to give a review of the latest button. Tell them also to decide what they want the next version to look like. Have students share their reviews and ideas with the class.

VOCABULARY IN CONTEXT

- A** **4.14** Play the video. Then play the check-your-answers part.
- B** Have students work individually to complete the activity. Check answers as a class. Ask students comprehension questions related to the TED Talk. For example: *What are some things that Stewart showed as examples of timeless design? (chair, maps, logos, watches, etc.)*

PRESENTATION SKILLS

- A** Read **Asking the audience questions** aloud. Remind students that Kenneth Shinozuka opened his talk by asking a rhetorical question and giving an interesting fact as an answer. Have students preview the sentences.
- 4.15** Play the video. Have students check answers in pairs. Explain the meaning of a *rhetorical question*.

Making suggestions

LESSON OVERVIEW

Aims: Explain a plan to improve user experience; write a product review

COMMUNICATE

- A** Divide the class into groups. Explain that students are going to review a website. Ask them to first brainstorm a list of sites that they use regularly. Encourage them to choose a site that's well known.

After groups decide on a site, tell them to write the answers to the questions in the textbook. Point out that they should be making a *pros and cons* list about what works well and what doesn't. If necessary, give students time to get online and go to the website to gather information to answer the questions. Tell students to think about all the aspects of user experience they've discussed in the unit.

- B** Explain that students are making a verbal review of the site. Draw students' attention to **Describing user experience**.

Tell groups that each member should participate in the discussion. Explain that it's okay to refer to their notes when speaking, but that they shouldn't read aloud something they've written. Ask each member to share at least one positive or negative point about the site. Then have students make suggestions about how to improve it.

Encourage students to use the presentation skills that they've learned in the book so far.

4E Making suggestions

COMMUNICATE Improving user experiences Answers will vary.

- A** Work in groups. Think of a website you've used that could be better designed. Brainstorm ways to improve the design to create a better user experience. Consider the following questions.

What's good about the website? _____

What doesn't work so well? Why? _____

How can it be redesigned to make it better for people to use? _____

- B** Describe the website your group chose to the class and suggest ways it can be improved.

Describing user experience

The website is not very user-friendly ... It's easy/difficult to navigate ...
It has a simple/complicated design ... The organization of the website is confusing ...

The website has a cool design, but it's difficult to find ...

Having fewer icons on the page would make the website ...

WRITING Writing a review Answers will vary.

Write a short review of your cell phone. Describe what you like and don't like about it, and suggest how it can be improved.

My cell phone is slim and light, but the screen is small. It's difficult to read the text when I'm typing because the keyboard is almost half the size of the screen. I would suggest ...

Visitors testing the products on display at the Mobile World Congress in Barcelona



WRITING

Read the example aloud. Explain that students should write their review about their cell phones. Remind students to use the language that they've learned in the unit to support their opinions and suggestions in their reviews.

- EXTENSION ACTIVITY** Ask students to post their reviews on an online review site or have them record video reviews that they upload to YouTube or on a similar site.

5 Community Builders



Dre Urhahn and Jeroen Koolhaas
Artists, TED speakers

“... news from Vila Cruzeiro often is not good news. But Vila Cruzeiro is also the place where our story begins.”

5

Community Builders

WARM UP

Have students look over the picture, caption, and quote on the page. Note that only part of the quote will be heard in the video clip.

5.1 Play the preview clip of the TED Talk.

For question 1, have students work in pairs or groups to share what they know about Rio de Janeiro.

For question 2, elicit how the speaker describes Vila Cruzeiro in the clip (... news from Vila Cruzeiro often is not good news). Elicit the significance of the newspaper clipping students saw in the video. (It illustrates the high crime rate in Vila Cruzeiro.)

Content Note

Rio de Janeiro is often called Rio. It is the second-largest city in Brazil. Its population is made up of people from various ethnic backgrounds. The official language is Portuguese. The city is popular with global tourists, especially during Carnival that happens every spring. Rio's tourism industry has grown significantly in the last decade.

EXTENSION ACTIVITY Have students work in small groups and go online to find out more about Rio. Assign groups one of the following topics: *poverty, crime, population demographics, city districts, or transportation*. Groups report what they learn to the class.

UNIT GOALS

In this unit, you will ...

- talk about communities and ways to improve them.
- read about a unique way a college is educating communities.
- watch a TED Talk about how people can work together to transform their communities.

WARM UP

5.1 Watch part of Koolhaas and Urhahn's TED Talk. Answer the questions with a partner.

- 1 What do you know about Rio de Janeiro? *Answers will vary.*
- 2 What do you think Vila Cruzeiro is like? *Answers will vary.*

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UNIT GOALS

In this unit, students will read, watch, and talk about making a difference in local communities. They will be introduced to social entrepreneurs and learn the language to talk about improving communities. By the end of the unit, students will be able to discuss ways to make effective changes to places where people live. Note that throughout the unit, students should be encouraged to think about their own communities and how to improve them.

TED Speakers

Jeroen Koolhaas and Dre Urhahn are known as Haas and Hahn, a team of visionaries from the Netherlands who have set out to create more beautiful-looking buildings in poor urban neighborhoods.

TED Talk Summary

Haas and Hahn share the story of how they became dedicated to using art to make homes in the poorer communities of Rio de Janeiro more beautiful.

Idea Worth Spreading

Involving a community in its own transformation benefits both the physical space and the lives of the people living there.

5A

Community building

LESSON OVERVIEW

Aims: Learn language for talking about communities and social entrepreneurship; listen to a social entrepreneur; practice talking about communities

Target Vocabulary: community, empower, enhance, entrepreneur, facility, underprivileged

VOCABULARY

- A** Give students a few minutes to read the paragraph. Write *social entrepreneur* on the board.

Have them work individually to complete the activity. Then check answers by eliciting examples of possible actions of a social entrepreneur. Make a concept map on the board with *social entrepreneur* at its center.

- B** Have students work individually before checking answers in pairs.

- C** Ask students to focus their discussions on their own communities. Review the meaning of *underprivileged*. Write some additional language on the board that students can use in their conversations:

In my community, there is a program for ...

I have seen people helping with ...

I have volunteered to help ...



5A Community building

VOCABULARY Making communities better

- A** Read the paragraph below. Then match each **bold** word to its definition.

Social **entrepreneurs** work to improve the lives of people and the **communities** they live in. Their businesses often focus on helping **underprivileged** people and communities. Sometimes, this involves **enhancing** or building **facilities** in the neighborhood, such as parks or schools. By creating jobs and improving environments, social entrepreneurs **empower** the underprivileged to make positive changes to their lives.

- | | | |
|-------------------|---|--|
| 1 entrepreneurs | ○ | make someone stronger or more confident |
| 2 communities | ○ | making something better |
| 3 underprivileged | ○ | groups of people living together in an area |
| 4 enhancing | ○ | places or services provided for a particular purpose |
| 5 facilities | ○ | people who start businesses |
| 6 empower | ○ | without the opportunities of the average person |

- B** Complete the sentences. Circle the correct words.

- Elon Musk is a very successful (**community** / **entrepreneur**) who has started businesses in travel and space technology.
- Medical (**facilities** / **entrepreneurs**) like hospices and hospitals are needed to support the elderly population.
- A strong and stable economy can (**enhance** / **empower**) the quality of life for the average person.
- Mother Teresa dedicated her life to helping the (**empowered** / **underprivileged**) in India.

- C** Work with a partner. What does your city or community do to help the underprivileged? *Answers will vary.*

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Language Note

Underprivileged is an adjective in the paragraph, but it can also be a noun: *the underprivileged*. Being *underprivileged* means you struggle to find the financial means to afford a basic standard of living. As a result, you have far less access to opportunities like good education and jobs.

An *entrepreneur* is someone who starts their own business. A *social entrepreneur* tries to create opportunities to help groups or communities and positively affect a social problem.

- EXTENSION ACTIVITY** Have students work individually or in pairs to find out more about a social entrepreneur from their home country. Give them time to search online to gather information. Have students make a poster about the individual and the work being done. Hang the posters around the classroom and give students time to walk around to read one another's posters.

LISTENING Creating green spaces

Listening for Intonation

Intonation helps you differentiate between questions and statements. Questions often end with a high intonation, while statements often end with a low intonation.

- A** ▶ **5.2** Watch social entrepreneur Martín Andrade talk about his foundation, Mi Parque. What is the aim of the foundation?

- a to reduce poverty and unemployment in Chile
- b to create more green parks for the underprivileged in Chile**

- B** ▶ **5.3** Watch and check (✓) the things that the foundation does.

- ☐ It improves the housing conditions of low-income families.
- ☒ It educates the public about the importance of green spaces.
- ☒ It gets locals directly involved in planning and carrying out projects.
- ☐ It works with the government to get funding.

- C CRITICAL THINKING** Answers will vary.

Evaluating In what ways does having green spaces benefit the people of an urban community? Discuss with a partner.



Martín Andrade with some local children in Chile

SPEAKING Talking about my community

- A** ▶ **5.4** What does Speaker B think her community needs? **Speaker B thinks her community needs a sports complex.**

A: Hey, I heard you just moved to a new neighborhood. How do you like it so far?

B: *On the whole*, I really like it. It's peaceful and there's a real sense of community. *For example*, there are often local events like weekend markets.

A: What about the local facilities? Are there many?

B: There are a few local shops and a supermarket.

A: Hmm. *It sounds like* a pretty nice area to live.

B: Yeah, I think *it could certainly benefit from* a sports complex, though. Right now, there's nowhere to play sports.

A: Well, where I live in the city is too noisy. And *there are hardly any* green spaces! *We could really do with* a park.

- B** Practice the conversation with a partner.

- C** Tell a partner about your community, and what you like or dislike about it. Use the expressions in **blue** above to help you. **Answers will vary.**

My community is really peaceful and quiet. I really like ...

I think my community could benefit from a movie theater. A lot of people in my neighborhood ...

LISTENING

- A** Read **Listening for Intonation** aloud as students read along. Explain that questions usually have a rising intonation at the end. But highlight that **wh-questions** have a falling intonation.

Have students preview the task. Read the question aloud that students will listen for.

- ▶ **5.2** Play the audio/video.

- B** Tell students that they are going to listen/watch the rest of the interview for more information about the foundation.

- ▶ **5.3** Play the audio/video. Check answers as a class.

Write *Mi Parque Foundation* on the board. Then elicit more information that students heard about the foundation.

- C CRITICAL THINKING** Read the question aloud. Tell partners to brainstorm a list of points that they agree show the importance of green space. Have each pair share one point with the class. Some possible ideas include: *Green space gives people a place to play and relax. Green space makes neighborhoods look better. Green space gives clean air back to the neighborhoods. Green space gives kids a connection to nature.*

SPEAKING

- A** Ask students to read along as they watch.

- ▶ **5.4** Play the audio/video. Have students check answers as a class.

Elicit what Speaker B likes about her neighborhood (*it's peaceful; there's a sense of community; there are local shops*) and what Speaker A wants to have in her community (*more green space*).

- B** Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles.

Point out that Speaker B genuinely likes her community, while Speaker A only talks about negative points.

- ✚ **SUPPORT** Play the audio/video again, pausing after each sentence so students can repeat. Elicit ideas for alternative language for the words in blue.

- C** Give students time to think about their own communities. If necessary, encourage them to write a list of pros and cons to support their discussions. Model the examples and add more details. For example: *My community is peaceful and quiet. I really like it, but I wish there were more restaurants.*

Ask for volunteers to tell the class about their communities.

- ✪ **CHALLENGE** If enough students are from the same communities, divide them into groups based on their communities and have them share their ideas for Activity C.

5B

Changing places

LESSON OVERVIEW

Aims: Understand an infographic about how one river was changed; learn language to talk about change; talk about community changes

Infographic Summary: Malacca River in Malaysia has undergone a ten-year transformation that has made it one of the country's greatest tourist attractions. Locals benefit in many ways from the change—they get to live in a more beautiful, less polluted place, as well as reap the positives of an economy revived through tourism.

LANGUAGE FOCUS

A ▶ **5.5** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Note that the question asks students to relate the transformation of the Malacca River to their own lives. Ask them to think about anywhere they know that underwent a similar rebirth like the polluted river. Have them share about the place with a partner. Then elicit examples from volunteers.

B Read the question aloud.

▶ **5.6** Play the audio/video to check answers in pairs. Elicit more details about the conversation. Ask the following:

What did Malacca use to have? (old buildings)

What are the buildings by the river being used for now? (shops and restaurants)

How can people see the river? (take a cruise)

C Have students read over the language chart for **Talking about how places have changed**.

▶ **5.7** Play the audio/video.

5B

Changing places

LANGUAGE FOCUS Beautifying public spaces

A ▶ **5.5** Read the Information. Do you know any places that have been transformed? *Answers will vary.*

THE TRANSFORMATION OF MALACCA RIVER

SINCE 2002, THE MALACCA RIVER IN MALAYSIA HAS GONE THROUGH A HUGE TRANSFORMATION.

BEFORE



NOW



WHAT WAS DONE



Pollution was removed from the river.



The riverbank was strengthened with **concrete walls**.



A **barrier** was constructed to prevent flooding.



8 km of **walkways** were constructed on each side of the river.



Riverside buildings were **repainted** with colorful murals.



B ▶ **5.6** Listen to the conversation. What impression does the woman have of Malacca? Discuss with a partner. *She has a positive impression of the place.*

C ▶ **5.7** Watch and study the language in the chart.

Talking about how places have changed

A construction company **cleaned up** the Malacca River. Architects **transformed** a church in Germany into a kindergarten.

The Malacca River **was cleaned up**. A church in Germany **was transformed** into a kindergarten.

A landscape architecture company **designed** the High Line Park in New York City. The Hong Kong government **converted** a landfill into a park.

The High Line Park in New York City **was designed by** a landscape architecture company. A landfill **was converted** into a park **by** the Hong Kong government.

For more information on the **passive**, see Grammar Summary 5 on page 185.

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Explain the passive voice and when it's used, including how to form the past participle of a verb. Direct students to page 185 for more information.

Grammar Note

Note that the language in the chart focuses on using passive voice versus active voice. The first sentence in each pair uses active voice, while the second uses passive.

Students are already familiar with the active voice: subject + verb + object. In this case, the action (verb) is being done by the actor (subject); for example, *The people elected the new mayor.*

The passive voice is used when the object of the action is more important than the actor, so the object becomes the subject of the sentence, using the structure subject + *be*-verb + past participle of verb + *by* + actor; for example, *The new mayor was elected by the people.*

The passive voice is useful for talking about change because the focus is on the change that happened instead of on the actor who created the change. Note that in many passive sentences, the actor is not mentioned because it is not important: *The new mayor was elected.*

- D** **5.6** Listen to the conversation in B again. Complete the sentences from the conversation.

- "But you wouldn't recognize it now. It's been completely transformed."
- "It's all been cleaned up. All the old buildings have been turned into cool little shops and restaurants."
- "And the buildings are brightly painted with murals that show Malacca's history and culture. They can be seen all along the river."

- E** Complete the sentences. Use the correct form of the words in parentheses.

- The University of the Arts in London was built (build) in 2008.
- Air travel in Europe was affected (affect) after a volcano in Iceland erupted in 2010.
- Mount Trashmore in the United States was a landfill that was converted (convert) into a park.
- The Little Mermaid statue in Denmark has been damaged (damage) a number of times since the 1960s.

- F** **5.8** Complete the information. Circle the correct words. Then listen and check your answers.

Cheonggyecheon is a stream that flows through the middle of Seoul, South Korea. But the 11-kilometer stream is very different from how it looked / has looked before—it is being transformed / has been transformed completely. Previously, the stream was covered by a large freeway. Then in 2003, the city government started / was started a huge project to restore it. The highway was removed / was being removed, the stream is cleaned up / was cleaned up, and the whole area was made into a park. Now, it is used / has been used by locals and tourists to relax and enjoy some greenery in the middle of the city.



Cheonggyecheon in Seoul, South Korea

SPEAKING Describing changes in my community Answers will vary.

- How has your local community changed over time? Make a list of at least three ways in which it has changed.
- Create a simple timeline using the events you listed in A. Add details to each event.
- Work with a partner. Describe the changes in your community using your timeline. Give reasons for the changes and describe how you feel about them.

A few months ago, a new train station was built near my house, so ...

My neighborhood wasn't really lively in the past, but recently a new shopping mall ...

- D** Have students preview the task. Encourage them to make guesses based on their first listening.

5.6 Play the audio/video. Check answers as a class.

- E** Have students work individually to complete the activity. Tell them to refer to the language chart for support if necessary. Check answers as a class, reviewing the grammar use in each

sentence. Elicit or explain why the passive voice is a good choice in each sentence.

- F** Tell students to think about whether the subject is the actor or being acted upon when deciding to use passive voice or not. Have students work individually.

5.8 Play the audio/video to check answers.

SPEAKING

- A** Give students time to write notes about the changes in their communities. Explain that they should list changes that have happened over time if possible. Ask students to try to focus on positive changes, but explain that they can also use negative changes if there are no positive ones to talk about. Note that if students can't think of three changes, they can also split up one big change into three different phases, as long as the phases happened at different times.

- B** Write a sample timeline on the board. Explain that students can go back as far as they want, or make a shorter timeline. Point out that the main idea is that they are able to talk about transformative changes that have happened over time.

- C** Model the example conversation with a volunteer. Explain that students should introduce the change and then explain how it has affected their community. Tell students to refer to their timelines as they speak. Ask for volunteers to share the changes in their local communities with the class.

- EXTENSION ACTIVITY** Have students work in groups to talk about how they want to change their school. Ask them to think about areas of the school that need improvement, and how students could benefit from those changes. Have each group present one idea to the class about a change. Point out that students will have to use the passive voice with present and future tenses. For example: *If a study area is built in the school, we can do our homework there. If a good restaurant is opened, we will eat healthier food and have better focus during our classes.*

Barefoot College

LESSON OVERVIEW

Aims: Read and comprehend an article about a college for the underprivileged started by a social entrepreneur; understand main ideas and details

Target Vocabulary: dedication, ensure, proof, recruit, significant

Reading Summary: Barefoot College was founded in 1972 in rural India by social entrepreneur Sanjit "Bunker" Roy. The school is open to anyone, no matter your prior level of (or lack of) education. Students are taught skills by other students and graduates, and the aim is to have students bring these new skills back to their homes and help their villages. An especially successful course at the college is solar engineering. Women from villages without electricity are taught to build and use solar lamps. Through this course, the program has brought electricity to over 1,000 rural villages which has transformed and improved the lives of the people there.

PRE-READING

Have students read the task. Give them one minute to scan the article to find an example of a skill that students learn at Barefoot College. If necessary, use the activity as an opportunity to explain the difference between scanning and skimming.

Check answers as a class. Elicit where in the passage students found the information (paragraph 3).

Barefoot College

PRE-READING Scanning

Scan the passage. Give an example of a skill that students learn at Barefoot College. *Answers will vary.*

5.9

The Greek philosopher Aristotle once said, "For the things we have to learn before we can do them, we learn by doing them."

This method of "learning by doing" has allowed

Barefoot College to successfully train and educate millions of underprivileged people. Barefoot College was founded by Sanjit "Bunker" Roy. Shortly after graduating from Delhi University, Roy did some volunteer work in a poor region of India. The experience changed his life, and in 1972 he set up Barefoot College. His aim was to help rural communities overcome their difficulties and become more independent.

Barefoot College is unlike any other college.

All of its students around the world are from poor, rural communities. They don't have to be able to read or write—Indeed, many can't. People of any age can attend—the school has a wide range of students, from children to grandmothers.

The college is owned and managed by everyone who works and learns there. These "Barefoot Professionals" are trained to perform all sorts of duties in the school, from providing dental care services to cooking meals for staff and students. No degrees or certificates are given out. But graduates return to their villages with their new skills and work to make their communities self-sufficient by training other villagers. Being able to use their skills to serve their communities is proof of success.

The solar engineering program at Barefoot College has a significant role. Every year, the

college recruits middle-aged women from rural villages that don't have electricity. For six months, the women learn how to build, install, use, and maintain solar lamps. The lack of a common language isn't a problem; they communicate through sign language and work with color-coded equipment. Through hands-on training, the women transform into solar engineers by the end of the program. The self-confidence they gain allows them to go on and inspire positive change in their villages. Since 2008, the women have managed to provide electricity to over 1,000 villages, bringing light to more than 40,000 households.



Language Note

When you have a *wide range of* (lines 18–19) something, you have a variety.

The term *all sorts of* (line 22) refers to having many types of something. It is very similar in use to *wide range of*—the expressions could be used as synonyms for each other in the reading passage.

To have a *role* (line 32) in something means that you contribute to making something happen.

To have a *significant role* means that you were one of the major actors that helped make something happen.

A person described as *middle-aged* (line 33) is usually in their 40s, 50s, or early 60s.

A *hands-on* (line 39) experience involves participation, usually physical labor of some sort. The term is often applied to training situations, learning experiences, and caretaking situations. (*He's a hands-on dad.*)



A student at Barefoot College builds a solar lamp.

Neema Gurung is one of the solar engineers at Barefoot College. With some financial help from the Indian government, she left her village in Nepal to take part in the program. As her village has no electricity, Gurung always had to finish her chores by sunset. For her, learning how to build solar lamps and bring light to her village will help greatly in **ensuring** the safety of her home. "Tigers often wander around our villages and have attacked locals in the past," Gurung explains. "It's like we are locked in our own house after darkness."

Barefoot College has demonstrated how education can empower rural people and help

them live better lives. After its success in India, Barefoot College decided to expand its programs overseas. Today, it has a number of regional training centers in countries such as Ethiopia, Afghanistan, and Senegal. Through their hard work and **dedication**, thousands of Barefoot College graduates and teachers have transformed their communities into better places to live.

¹ *rural*: adj. of the countryside and not the city

² *dental*: adj. related to the teeth

³ *self-sufficient*: adj. not requiring any form of help for survival

Barefoot College focuses on solar energy, water, education, healthcare, rural handicrafts, people's action, communication, women's empowerment, and wasteland development.

Roy says that anyone can arrive with an idea and become a student.

Skills Note

Scanning involves reading quickly for specific information, whereas skimming is done to get a main idea.

With scanning, students should look for words that will help them find the information that they need. For example, if they're looking for a number or statistics, they should scan the content quickly, looking only for numbers to try to find the one they need.

While scanning, students should stop when they come to information that they think is relevant to what they are searching for. In the reading passage, students should stop at paragraph 3 when they read the first sentence.

A *regional training center* (line 62) refers to a facility set up to train people in a local area or region. If a facility is described as this, it is likely that it is one of a group of other training facilities in a country or area.

Content Note

Sanjit "Bunker" Roy was on the path to a prestigious career as a diplomat when he changed his life by moving to a rural village. He had never seen such extreme poverty before, and he felt compelled to do something. While living there, he saw the practical skills that many people have in rural areas, and he thought about how villagers could help one another. He started Barefoot College as a way for people to share their knowledge and empower each other. It's the only college where a Ph.D. will get you rejected.

UNDERSTANDING MAIN IDEAS

Have students preview the task. Then have them read the entire passage, either silently or while listening to the audio/video. Remind students to refer to the definitions in the notes at the end of the article.

5.9 Play the audio/video if necessary. Have students check their answers with a partner.

UNDERSTANDING DETAILS

Have students preview the task. Give them enough time to go back to the passage to find the answers. If necessary, point out that the sentences only focus on the solar engineering program. Check answers as a class, eliciting the lines where students found the correct information.

BUILDING VOCABULARY

A Have students work individually to complete the activity. Check answers as a class. Elicit example sentences using each word. Write them on the board.

B CRITICAL THINKING Read the question aloud as students read along. Have students work in pairs. Point out to students that the college essentially creates more social entrepreneurs as it empowers others to go home and create change in their own communities. Ask them to think about what kind of knowledge they think they could learn from Roy.

EXTENSION ACTIVITY Have students use the questions that they wrote for their interview to role-play an interview. Tell each partner to take turns being Roy and answer the questions. If time permits, have students go online to try to learn more about Roy.

UNDERSTANDING MAIN IDEAS

Complete the profile of Barefoot College.

Barefoot College	
Founder	Sanjit "Bunker" Roy
Why was the college created?	While doing some ¹ <u>volunteer work</u> in a poor region of India, Roy was motivated to do something to help underprivileged communities.
Aim	The college was set up to help rural communities find solutions to their difficulties and become more ² <u>independent</u> .
How is it different from most other colleges?	<ul style="list-style-type: none"> Students don't need to be able to ³ <u>read or write</u>. There is no ⁴ <u>age</u> limit. No ⁵ <u>degrees or certificates</u> are given out after students complete their training.

UNDERSTANDING DETAILS

Complete the sentences about the solar engineering program. Circle the correct words.

- The solar engineering program mainly trains (young women / middle-aged women).
- To overcome the language differences among students, the college uses (sign language / illustrations) and color-coded equipment in its training.
- After the training, the women (educate people in their village / receive a job recommendation letter).
- Neema Gurung hopes to improve the (accessibility / safety) of her village after training at Barefoot College.

BUILDING VOCABULARY

A Complete the sentences with the words from the box.

proof significant recruit ensuring dedication

- The success of Barefoot College is proof that education can greatly improve the lives of rural people.
- We need laws ensuring that the rights of the underprivileged are protected.
- The dedication of volunteers often inspires others to get involved.
- Unlike most colleges, Barefoot College doesn't recruit students based on academic grades.
- Barefoot College makes a(n) significant difference to the lives of rural people by teaching them useful skills.

B CRITICAL THINKING

Reflecting Work with a partner. If you were able to interview Sanjit Roy to find out more about Barefoot College, what questions would you ask? Why? Answers will vary.

5D How painting can transform communities

TED TALKS

TED TALKS

Artists **JEROEN KOOLHAAS** and **DRE URHAHN**—also known as Haas and Hahn—work on community projects in Rio de Janeiro. Seeing the **unfinished** buildings of the favelas—the crowded, **informal** neighborhoods of Rio de Janeiro—they worked with the locals to improve the community. Their **accomplishments** helped **transform** the favelas.

Haas and Hahn's idea worth spreading is that by bringing an entire community into the process of painting, neighborhoods can be transformed beautifully and residents benefit in ways far beyond what's visible.



PREVIEWING

Read the paragraphs above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- | | |
|--|------------------------|
| 1 casual, not official | <u>informal</u> |
| 2 incomplete | <u>unfinished</u> |
| 3 successful achievements | <u>accomplishments</u> |
| 4 to change completely, usually for the better | <u>transform</u> |

VIEWING

A ▶ **5.10** Watch Part 1 of the TED Talk. Answer questions 1 to 3.

- Which of the following is true about Vila Cruzeiro?
 - It is located next to Copacabana Beach.
 - It was built largely by immigrants from Holland.
 - ☒ It is a community in the North Zone of Rio de Janeiro.
- What surprised Haas and Hahn about the favelas?
 - Violent drug gangs live in the favelas.
 - The people who live in favelas are immigrants from the countryside.
 - ☒ The favelas were built without a master plan.

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LESSON OVERVIEW

Aims: Watch and understand a talk about transforming urban communities with art

Target Vocabulary: accomplishments, informal, transform, unfinished

TED Talk Summary: In their TED Talk, social entrepreneurs Jeroen Koolhaas and Dre Urhahn tell the story of how they began their project to transform the favelas of Rio, and the lessons they've learned along the way about coming into

a community to make change happen. After making a film about the favelas, they began to dream about what it would be like to simply change the exterior of the many unfinished homes and rundown buildings, and wondered how that would change the communities. They have learned a lot in their experience working with the people of the favelas, mostly about how not having a master plan can be a benefit. In an informal community that developed organically, the process of making changes has to be informal and organic as well.

5D

How painting can transform communities

PREVIEWING

Give students enough time to read the paragraphs. Have students work individually. Check answers as a class. If necessary, explain the meaning and elicit additional example sentences of each word.

Elicit an explanation of *favelas* to support students' background information before they watch the TED Talk.

Content Note

The favelas are located on the outskirts of Rio. These low-income communities were originally built by inhabitants out of necessity, but they have grown into towns. Favelas are mostly settled by people moving to the city from rural areas who can't afford housing. They are thriving communities; at the same time, poverty and gang violence continue to be a major problem. The TED Talk mostly introduces work being done in the community of Vila Cruzeiro.

VIEWING

A Have students preview the task.

▶ **5.10** Play Part 1 of the TED Talk. Check answers as a class.

Write on the board: *We even have rules for how to follow the rules.*

Elicit ideas about the meaning of this quote. Draw students' attention to the laughter afterward. Ask them to explain what is funny. Koolhaas is contrasting the culture he comes from with the one he is working in. The lack of rules (or master plan) in informal communities like the favelas has been an important learning experience for two men from a country where rules are considered very important.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *informal community*, *master plan*, and *plastered*.

- ★ **CHALLENGE** Ask students if they are from countries where everyone follows rules or not. Encourage them to share with the class about their own countries and cultures.

- B** Have students preview the task. Tell them to listen for the correct order.

▶ **5.11** Play Part 2 of the TED Talk. Check answers as a class. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *crew*, *cell*, and *open-air*.

- C** Have students preview the task.

▶ **5.12** Play Part 3 of the TED Talk. Check answers as a class. Write on the board:

... so we did exactly the same as we did in Rio, and we moved into the neighborhood and started barbecuing.

Elicit the meaning of the quote. Hahn is telling the audience about how they got the community to support their project by getting to know them. Instead of making proposals, they had parties with the people of the community so they could hear and share ideas about how to make it better. One important point that the men mention in their speech is that *not* having a master plan worked to their advantage.

Explain or elicit any unfamiliar language. Additional language suggestions to explain in Part 3 include *patchwork*, *merit*, and *communal effort*.

- D CRITICAL THINKING** Give students a few minutes to think and take notes about their ideas before discussing. Tell students to try to summarize in their own words what the similarities are.

After pairs discuss, ask each to share one point they talked about with the class.

- ➔ **EXTENSION ACTIVITY** Have students work in pairs to go online and find an update of the favela painting project. Tell students to look for pictures online as well as find out information about how the project is progressing.

- 3 What made them want to start a painting project in the favelas?

- a The locals asked them to paint their houses.
 b They saw many unfinished houses.
 c They were inspired by some of the local artwork.

- B** ▶ **5.11** Watch Part 2 of the TED Talk. Order the events describing Haas and Hahn's first project from 1–6.

- 1 Haas and Hahn told a friend about their idea.
 5 They installed a kite on the hill.
 3 The locals hated it.
 2 They painted a house blue.
 4 They painted an image of a boy.
 6 News articles were written about their work.

- C** ▶ **5.12** Watch Part 3 of the TED Talk. Circle T for true or F for false.

- 1 Haas and Hahn were asked to transform North Philly through painting. **T** **F**
 2 They organized and sent a team of designers from Holland to North Philly. **T** **F**
 3 A different design was made for every house. **T** **F**
 4 Local people were trained as painters for the project. **T** **F**
 5 Haas and Hahn want to bring their idea to other countries. **T** **F**

- D CRITICAL THINKING** Answers will vary.

Synthesizing/Reflecting Work with a partner. How is Haas and Hahn's approach to helping communities similar to Martin Andrade's (page 65)? Which of these projects would you like to do in your community? Why?

VOCABULARY IN CONTEXT

- A** ▶ **5.13** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
 1: c, 2: c, 3: b, 4: a, 5: a

- B** Complete the sentences with the words from the box.

emerge notorious install approach bottom-up

- 1 Crowdfunding is one approach to raising money for a good cause.
 2 The favelas are notorious for problems like crime and poverty.
 3 The favelas were built from the bottom-up, without any master plan.
 4 Sometimes, slums emerge when a large number of people from the countryside move to the city.
 5 Haas and Hahn's first project in Rio de Janeiro was to create and install a piece of artwork in the favelas.

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VOCABULARY IN CONTEXT

- A** ▶ **5.13** Play the video. If necessary, play it again.

- B** Have students work individually to complete the activity. Check answers as a class. Ask students comprehension questions related to the TED Talk using the vocabulary words. For example:

What kind of artwork did Hahn and Haas first install in the favela? (a picture of a boy holding a kite)

What other city did they get to try their approach in? (Philadelphia, in the United States)

PRESENTATION SKILLS Ending with a hope for the future

One way to make the end of your presentation memorable is to close with a comment that expresses your hope for the future. This encourages the audience to reflect on your topic.

- A** **5.14** Watch part of Haas and Hahn's TED Talk. What expression do they use to end their presentation?

- a It's our dream that ...
- b We hope ... maybe one day ...**
- c We hope to see the world become ...

- B** **5.15** Watch part of Kenneth Shinozuka's TED Talk. Complete the expression he uses to express his hope for the future.

"People living happily and healthily—that's the world that I imagine."

Haas and Hahn's painting project in Santa Marta, Rio de Janeiro



PRESENTATION SKILLS

- A** Read the **Presentation Skills** aloud. Explain that this technique of ending with hope for the future is used in many TED Talks and talks of similar nature that aim to inspire social change. Have students preview the sentences. Point out that these are all from the final paragraph of the speech.

- 5.14** Play the video. Have students check answers in pairs.

Skills Note

With TED Talks, it is common to hear an ending with a hope for a better future.

Make sure students understand that there is not one set way for communicating this kind of message, and that the examples are simply some possibilities. Note that the hope expressed is usually for change on a large scale—something that will ultimately make the world a better place. Draw students' attention to the key words and phrases: *our dream, one day, and hope*.

- B** Elicit a quick summary of the main points of Kenneth Shinozuka's TED Talk. Remind students that he is an innovator who designed a sock with a sensor to help people with Alzheimer's.

- 5.15** Play the video. Check answers as a class.

- EXTENSION ACTIVITY** Have students work in pairs to write a new ending to Haas and Hahn's TED Talk. Tell them to use their own language to express the hope for a change in the community in the talk. Ask each pair to present their new ending to the class.

Language Note

Part 1

An *informal community* is built by the people living there, not a city developer. Informal communities are usually born because the inhabitants can't afford existing housing and so create their own shelter on open land.

A *master plan* refers to a plan of action. The term is used mostly for projects that a team is working to build, but it can also be used to talk about a life plan.

To *plaster* a house means to cover it with a mix of cement and sand to create a smooth, flat surface.

Part 2

The noun *crew* refers to a team of people working together on a project. The term is generally used to refer to teams that perform physical labor, such as a ship's crew.

A *cell* is the room that a prisoner sleeps in. Note that the noun *cell* has many different meanings.

The adjective *open-air* is used to describe places that are outside but that we typically think of as inside.

Part 3

A *patchwork* is a piece of material made up of multiple small pieces of cloth, but the word can also be used to refer to a design that combines multiple patches of color.

The noun *merit* means that something or someone shows good qualities. (*That idea has a lot of merit.*) However, it can also be used to refer to a reward that someone receives for doing something good.

5E

Proposing changes

LESSON OVERVIEW

Aims: Conduct a survey to learn about neighborhoods; propose suggestions for improvements; write a letter to the government

COMMUNICATE

- A** Have students work individually to read the survey. Read each question aloud as students practice pronunciation. Elicit comments about the meaning and purpose of each question. For question 5, make sure students understand that the question is asking if it feels like a community or not.

Divide the class into groups of three. Explain that students should ask other group members the questions about their communities and write down their answers. Tell students that group members should take turns asking questions.

Point out that students are gathering background information about their neighborhoods, but the main question is actually the last one about improvements. This will be the focus of their presentations and writing. Tell students to try to get many details when asking question 6 and to ask follow-up questions.

- B** Tell students that they are now going to brainstorm solution ideas for each neighborhood. Draw students' attention to the box **Making suggestions**. Point out that some sentences use *we* when talking about ideas because it's a team of people talking.

Tell groups that each member should participate in the discussion. Explain that it's okay to refer to their notes when speaking, but that they shouldn't read aloud something they've written.

- ★ CHALLENGE** Ask groups to choose their most lively discussion about a member's neighborhood and give a

5E

Proposing changes

COMMUNICATE A neighborhood survey *Answers will vary.*

- A** Work with two classmates. You are going to conduct a survey about their neighborhoods. Ask the questions below and make notes. Ask follow-up questions to get more information.

Questions	Neighborhood:	Neighborhood:
1 How would you describe your neighborhood?		
2 What facilities does your community have?		
3 Which facilities do you use?		
4 What kinds of events are organized locally?		
5 Is there a sense of community in your neighborhood? If yes, what gives it a sense of community?		
6 What kinds of improvements would you like to see in your neighborhood?		

- B** In your group, brainstorm specific ideas to improve the neighborhoods above.

Making suggestions

It may be good to ... Perhaps we could ... Why don't we ... One possible idea is ...

The neighborhood could do with more bicycle lanes for cyclists ...

We could help underprivileged children in our neighborhood by donating books ...

WRITING Making a request *Answers will vary.*

Write a short letter to your local government requesting a new feature, facility, or event for your neighborhood. Explain how it will help improve your community.

I'm writing to suggest creating a community garden in our neighborhood. There are many nature lovers in our community, so it would be a good place for people to gather ...

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summary of it to the class. Tell them to give background information as well as suggest and explain their idea. Ask them to also end with an expression of hope for the future.

WRITING

Read the example aloud. Make sure students understand that they should write the letter about one of the neighborhoods they discussed in **Communicate**. Remind students to use the language that they've learned in the unit to support their opinions and suggestions, as well as language for talking about cause and effect that they learned in Unit 4.

- ➔ EXTENSION ACTIVITY** Explain that a petition can get changes made in a community. Tell the class they are going to get signatures to support the changes that they suggested in their letter. Have students walk around the classroom and talk one-on-one with students from other groups. Tell them to explain about the community and the idea for improvement. Tell students to sign the paper if they agree that the idea is a good one and want to offer their support.

A communal rooftop garden in Sydney, Australia



6 Clear Communication



Melissa Marshall
Communications teacher, TED speaker

“We desperately need great communication from our scientists and engineers.”

6

Clear Communication

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit or explain the meaning of *scientists*, *engineers*, and *desperately*. Note that the quote will be heard in the video clip.

6.1 Play the preview clip of the TED Talk.

For question 1, elicit a class discussion about the benefits that can come from scientists and engineers communicating more with the general public. Marshall says the general public has a responsibility to understand. She later also says that scientists and engineers have a responsibility to introduce their work because of its importance to our world.

For question 2, give students time to go through the unit. The main strategies and methods they will see include: *call*, *text*, *email*, *social networking*, *giving presentations*, and *writing online*. Other methods of communication that come up include *video calling*, *commenting online*, *public speaking*, and *writing*.

Note that part of the unit focuses on students discovering what kind of communicator they are and how to use this most effectively. Ask students to guess which communication method they use the most. Note that students will play a game in **Lesson B** to identify their style.

Language Note

The adverb *desperately* describes doing something with a strong desire. It's commonly paired with the verbs *want*, *hope*, and *try*.

An *interaction* refers to a meeting or communication between people. An *interaction* can be a conversation, an email exchange, a phone call, an argument, and so forth.

UNIT GOALS

In this unit, you will ...

- talk about methods of communication.
- read about powerful ways to get your ideas across.
- watch a TED Talk about how complex ideas can be made easy to understand.

WARM UP

6.1 Watch part of Melissa Marshall's TED Talk. Answer the questions with a partner.

- 1 Why is good communication from scientists and engineers so important? *Answers will vary.*
- 2 Look through the unit. What types of communication methods and strategies do you see? *Answers will vary.*

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UNIT GOALS

In this unit, students will read, watch, and discuss about how to be a clear communicator. Students are asked to identify their own communication style, especially in regards to technology and the Internet. They are also taught tips for giving presentations on complicated topics and for writing more effectively in online environments. By the end of the unit, students will be able to discuss different ways of communicating, and be able to talk about the importance of clear communication.

TED Speaker

Melissa Marshall teaches communications at Pennsylvania State University. She co-founded a communications program for engineering students.

TED Talk Summary

Marshall gives an engaging presentation about how scientists and engineers can talk about their work so that it has relevance and is accessible to any kind of listener.

Idea Worth Spreading

Clear communication is the key to making complicated topics easy to understand.

Good communication

LESSON OVERVIEW

Aims: Learn language for talking about communication; listen to an experienced presenter; practice talking about communication preferences

Target Vocabulary: check an email, check a message, give a report, give a speech, have a meeting, have a conversation, make a comment, make a phone call, post a comment, post a letter, send a document, send an email, share a comment, share a report, write a blog, write a message

VOCABULARY

- A** Have students work individually. Have students check their answers in pairs.
- B** Have students work in pairs. Encourage them to stay on the theme of communication for their answers. Elicit ideas from students. Write any that are communications related on the board. If students get stuck, tell them to think about communication-related actions that they have experienced in school. Some suggestions include: *have a talk, have a conference, give a lecture, give a presentation, make an infographic, make a poster, make a user profile, post a photo, post a review, post a status update, send a file, send an invitation, send a message, send a text, share a story, share news, share a friend's post, share an article, write a review, write a note, write an email, write an article, write an essay, check your inbox, and check comments.*
- C** Have students work in pairs. Tell them to give reasons for their preferred methods of communication. Ask for volunteers to share their preferred methods and reasons with the class.
- ★ **CHALLENGE** Tell partners to also talk about how many times a day they use that form of communication. For example: *I send texts frequently. I write about five emails a day.*



Two customers chatting in a cafe in Italy

6A Good communication

VOCABULARY Using communication collocations

A Cross out the phrase that doesn't belong in each group.

- | | | | | | | | |
|--------|---------------------------|---------------------------|---------------------|---------|----------------------|-------------------------|-------------------------|
| 1 have | a meeting | a post | a conversation | 5 send | an email | a meeting | a document |
| 2 give | a text message | a report | a speech | 6 share | a report | a comment | a phone call |
| 3 make | a comment | a phone call | a letter | 7 write | a meeting | a blog | a message |
| 4 post | a letter | a text message | a comment | 8 check | an email | a phone call | a message |

B Work with a partner. Write one more example for each word below. *Answers will vary.*

- | | | | |
|--------|-------------------|---------|-----------------|
| 1 have | <u>a chat</u> | 5 send | <u>a letter</u> |
| 2 give | <u>an opinion</u> | 6 share | <u>a photo</u> |
| 3 make | <u>a blog</u> | 7 write | <u>an essay</u> |
| 4 post | <u>an article</u> | 8 check | <u>Facebook</u> |

C Work with a partner. Choose the communication method you prefer. Tell your partner why you prefer it. *Answers will vary.*

- writing an email OR writing a letter
- making a phone call OR sending a text message
- giving a speech OR writing a report

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Language Note

Note that with many tech-related words, a phrase can have more than one meaning depending on context. To *send a message* can refer to sending a text or an email. *Checking a message* can refer to checking emails, texts, or other messages in inboxes, as well as voicemail messages.

Other communication verbs commonly used in online contexts: *upload, publish, click, link, chat, message, comment, tweet, rate, like, and friend.*

- ➔ **EXTENSION ACTIVITY** Have students work in pairs. Ask them to give a short demonstration of how the meaning of one phrase has changed since communication has gone online. Tell them to choose one phrase and keep it a secret. Have them demonstrate as a role-play the use of the phrase before and after the Internet or other technology. Tell them to yell out their guesses for the phrase.

LISTENING Communication styles

Describing styles and preferences

Listen for phrases that show what the speaker prefers to do.
Generally, I prefer to ... I usually try to ... I tend to ...

- A** ▶ **6.2** Watch author Neil Anderson talk about how he gives his presentations. Check (✓) the ways he prepares for them.

- ☒ He finds out about his audience.
- ☐ He calls teachers who are coming to his presentation.
- ☒ He makes sure he knows his presentation topic well.
- ☒ He prepares a list of useful reference materials.
- ☒ He creates slides.

- B** ▶ **6.2** Watch again. How does Anderson make his audience feel more involved in his presentations? Discuss with a partner. He sets them a challenge. He also gets them to work in groups.

C CRITICAL THINKING

Reflecting Work with a partner. Which of Anderson's methods would you use if you gave a presentation? Why? *Answers will vary.*



Neil Anderson speaking to a group of teachers

SPEAKING Talking about communication preferences

- A** ▶ **6.3** If you need to get in touch with Speaker B, what is the best way to contact him? *It's best to call Speaker B.*

A: Hey, did you see the message I sent you on Facebook yesterday?

B: Sorry, I don't often log in to check my Facebook account—I prefer talking on the phone. Was it something urgent?

A: Oh, not really. I just wanted to ask you to upload the photos from the party the other day.

B: Oh, sure. I'll do that tomorrow after I'm done working on my presentation.

A: Thanks. Is the presentation for that science project you mentioned?

B: Yeah, it is. So I'll probably be pretty busy today. You should call if you need me.

A: OK. Good luck with your presentation!

- B** Practice the conversation with a partner.

- C** Work with a partner. Talk about the communication methods or tools you frequently use. Use the expressions in blue above to help you. *Answers will vary.*

How often do you check your Facebook account?

Not very often. I prefer texting. What about you?

I log in to Facebook every day. I use it to ...

while answering. Remind students that presenters must always think about the best way to engage with their particular audience.

Tell students to use the language for describing styles and preferences in their discussion. If time permits, elicit a class discussion on the topic. Point out that students will not all agree on the best presentation style, because each of us has different strengths as a listener and learner.

SPEAKING

- A** Ask students to read along as they listen/watch.

- ▶ **6.3** Play the audio/video. Have students check answers as a class.

Elicit all the different ways to communicate that the speakers mentioned (*Facebook message, upload photos, presentation, call, text*).

- B** Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles.

- ➕ **SUPPORT** Play the audio/video again, pausing after each sentence so students can repeat. Elicit ideas for alternative language for the words in blue.

- C** Tell students that they can focus on any communication method, and that it doesn't have to be ones that involve technology.

Model the examples with a volunteer. Point out that students will be using frequency adverbs and expressions to give more details about their communication habits.

LISTENING

- A** Read **Describing styles and preferences** aloud as students read along. Explain that the language offers students slightly softer or more indirect ways to express preferences. Have students preview the task.

- ▶ **6.2** Play the audio/video. Check answers as a class.

- B** Read the question aloud. Ask students to also think about their preferences.

- ▶ **6.2** Play the audio/video again. Have students check answers in pairs and then continue in those pairs to the discussion for **C**.

- C** **CRITICAL THINKING** Read the question aloud. Point out that students know the perspective of the student well, and they should think about this

6B

How do you communicate?

LESSON OVERVIEW

Aims: Read a flowchart to identify your personal communication style; learn language to talk about communication methods and preferences; talk about communication preferences

Infographic Summary: The infographic shows four possible types of communicators (emailer, texter, networker, and caller), while the flowchart helps students to identify their style.

LANGUAGE FOCUS

A ▶ **6.4** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Tell students to think about their own communication styles. Ask them to note which one they think they are. Then have them turn to the flowchart and answer the questions to find out which style they are.

If necessary, explain the flowchart. Students read the first question and then go to the next one depending on their answer of *yes* or *no*.

B Explain that students will have to infer the type of communicator each speaker is based on what they hear in the audio/video.

▶ **6.5** Play the audio/video. Elicit more details about the conversation.

Who is Rita? (a co-worker)

What did Jon do? (text Rita)

What does Mel ask Jon to do? (call Rita)

C Have students read over the language chart for **Talking about communication preferences**. Draw students' attention to the verbs that take *-ing* forms and the verbs that take infinitive forms.

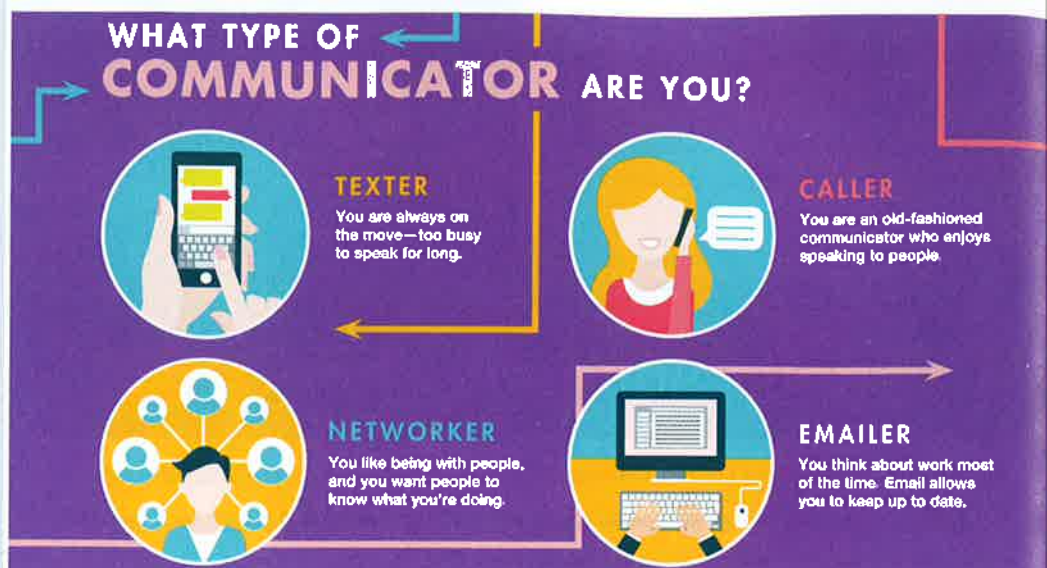
▶ **6.6** Play the audio/video.

6B

How do you communicate?

LANGUAGE FOCUS Describing types of communicators

A ▶ **6.4** Read about the four types of communicators below. Which do you think you are? Look at the flowchart on page 171 and find out. *Answers will vary.*



B ▶ **6.5** Listen to the conversation. What kind of communicators described in **A** do you think the two speakers are?

Jon: texter Mel: caller

C ▶ **6.6** Watch and study the language in the chart.

Talking about communication preferences

I generally	avoid texting people. hate calling people. recommend posting a comment online.
She	tries to call her parents every week. prefers to use social media to connect with people. promised to send a postcard.
Social networking	allows me to keep in touch with my friends.
I don't like my friends to	text me.
Video calling	helps me (to) stay in touch with my family.

For more information on verb patterns with *-ing* and infinitive, see Grammar Summary 6 on pages 185–186.

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Go over the meaning and use of the verbs in the chart. Note that four of the verbs in the chart can be followed by both *-ing* verbs and infinitives. Direct students to pages 185–186 for more information.

Grammar Note

Note that the chart introduces nine verbs for talking about preferences. While the focus of the chart is communication, these verbs can be used to talk about preferences for any kind of action.

When two verbs are paired, the second one can appear in the *-ing* form or the infinitive form, depending on the verb that comes first. With the verbs *avoid*, *hate*, and *recommend*, the *-ing* form follows. The verbs *try*, *prefer*, and *promise* can be followed by the infinitive. Some verbs can be followed by both the *-ing* form and the infinitive: *hate*, *try*, *prefer*.

The verb *like* can be followed by either the *-ing* form or (object) + infinitive. We don't have to use *to* with the verb *help*.

D ▶ **6.5** Listen to the conversation in B again. Complete the sentences from the conversation.

- 1 "I much prefer to speak to people."
- 2 "I usually avoid calling because people are always busy and they never answer."

E Find and correct the mistake in each sentence. Do you agree with the statements? Tell a partner the reasons for your answers.

- 1 It may be stressful, but we should all learn how to speaking in public. **speak**
- 2 I think that use social media is a waste of time. **using**
- 3 The government should try to persuade people being polite online. **to be**
- 4 I prefer to emailing over talking on the phone. **email/emailing**
- 5 To text encourages us to be lazy writers. **Texting**
- 6 It's better to call someone than text them when you want asking for help. **to ask**

F ▶ **6.7** Complete the information. Circle the correct words. Then listen and check your answers.

Many people worry that ¹(to text / **texting**) will make people ²(to forget / **forget**) how to write well. This isn't a new concern. Throughout history, people have always complained about young people ³(to use / **using**) incorrect grammar. In fact, more than 2,000 years ago, there were already complaints about people ⁴(using / **use**) bad Latin! Some language experts believe that texting is actually a new kind of language—it allows us ⁵(to write / **write**) more like the way we speak.



Texting is one of the main modes of communication for many teens today.

SPEAKING Communication methods

Work with a partner. What methods of communication do you think are most appropriate for the situations below? Why? **Answers will vary.**

- 1 Two of your friends are getting married. You'd like to congratulate them.
- 2 You need to apologize to a customer for sending the wrong information.
- 3 You have to tell your employees that they are going to lose their jobs because the office is closing.
- 4 You are not happy in your current relationship. You have decided you are going to break it off.

I think the best way to congratulate my friends would be to send them a card because ...

I think it's better to call them because ...

SPEAKING

Give students time to read the situations before discussing. Ask them to take notes and think about their reasons.

Model the conversation with a volunteer. Use complete sentences. For example:

I think the best way to wish my friend a happy marriage would be to send her a card because it's a formal situation.

I think it's better to call her because talking to her directly is more meaningful.

Ask partners to share their ideas and preferences in each case. Point out that pairs will likely have different opinions. Ask students to consider the personal communication styles they identified in **Language Focus** and talk about their preferred communication styles as well. After pairs finish discussing, elicit ideas and opinions for each situation.

EXTENSION ACTIVITY Have partners work together to write two more scenarios. Then have each pair join with another pair to share their situations. Tell them to discuss their personal preferences for communication in each situation.

D Have students preview the task. Encourage them to make guesses based on their first listening.

▶ **6.5** Play the audio/video. Check answers as a class.

E Have students work individually to complete the activity. Tell them to refer to the language chart for support if necessary. Have students check

answers in pairs. Give them time to share their opinions. Remind them also of the language for describing preferences and styles that they learned in **Lesson A**.

F Have students work individually.

▶ **6.7** Play the audio/video to check answers.

Communication in the digital age

LESSON OVERVIEW

Aims: Read and comprehend an article about how to give an effective presentation; understand main ideas and details


Target Vocabulary: analogy, concisely, technical, span, lasting

Reading Summary: The Internet provides us with an overload of things to read, watch, and listen to, which means new information has to be presented in a concise and efficient way to keep the reader's attention. The reading offers some simple tips for quick and effective delivery of information, including using subheadings, simple language, logical order, stories, analogies, quotes, and visuals. The Internet has become a place where anyone can publish an article or upload a video, so it's important for everyone to understand the basics of clear communication.

PRE-READING

Read the questions aloud. Tell students to think about a presentation, speech, or lecture that made an impact on them. Point out that it is okay to use past TED Talks from the textbook or another impressive presentation that they have seen. Give pairs a few minutes to share about the speech and what made it so memorable.

Have students read the entire passage, either silently or while listening to the audio/video. Draw their attention to the sidebar about online strategies. Tell them to read this in full.

 **6.8** Play the audio/video if necessary.

Communication in the digital age

PRE-READING Reflecting

Work with a partner. Have you seen or heard a speech recently that you really enjoyed? What did you like most about it? *Answers will vary.*

6.8

We live in an age of information overload.¹ Research shows that the average social media user receives about 300 pieces of content a day—roughly equivalent to the number of words in a standard novel. With such a huge amount of content available, people are likely to spend less time going through each piece of information. Therefore, data has to be delivered quickly and effectively in order to grab people's attention.

SEVEN WAYS TO COMMUNICATE MORE EFFECTIVELY

Here are some suggestions on ways we can engage our audience in our writing and during presentations:

Use subheadings. They allow you to group your ideas and guide your readers.

Describe your ideas in a simple way. To test whether your description is simple enough, try explaining it to someone who knows nothing about your topic. But make sure that you keep the essential parts—avoid dumbing ideas down until they lose their meaning.

Present ideas logically and concisely. Use clear language and avoid **technical** words.

Include stories. Personal stories can provide a human connection and make your point more memorable.

Give analogies. They help to make complex ideas meaningful. For example, you could describe electricity as water flowing through a pipe.

ONLINE STRATEGIES

According to a 2015 study by Microsoft, the average Internet user is estimated to have an attention **span** of about eight seconds—even shorter than that of a goldfish! Other research also shows that one in three users will switch websites if the page doesn't load within five seconds. So how can writers keep online readers' attention and interest? Below are a few things to note for online communication:

- **Highlight your main goal right at the start**—grab the viewer's attention immediately with a short and clear message.
- **Use bullet points** to reduce the amount of text and focus attention on the most important details.
- **Ensure that pages load fast.** There are many web resources that can analyze websites and suggest ways to make them faster.
- **Avoid cluttering² the page**—less is definitely more when it comes to web design.



9 seconds
attention span
of a goldfish

8 seconds

attention span
of an Internet
user



EXTENSION ACTIVITY Have

students work in small groups to brainstorm a list of communication strategies that they have used in the past. Ask them to share the strategy and give an example of how they have used it with a personal story. After students read, ask them to compare their lists to the techniques in the reading passage. Were any the same? Did any give opposing advice to what was discussed?



A commuter reading on her phone
on a crowded train in Hong Kong

30 **Use quotes.** They are often interesting ways to start or end a presentation, and can be a source of humor.

Use attractive visuals. Visual aids such as photographs, diagrams, and charts can appeal
35 directly to your audience's imagination and create a more **lasting** impact.

GETTING OUR IDEAS ACROSS

Gone are the days when only a select few could share their ideas with a wide audience. Today,
40 modern technology allows anyone to reach a wide audience. Now that we have this power, it is even more important that we learn to present our thoughts clearly and effectively in the digital age.

¹ **overload:** *n.* too much of something

² **clutter:** *v.* to fill something in a messy way

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Language Note

The noun *content* (line 4) in regard to the Internet refers to online material. Online content can include an article, a blog, writing on a website, video footage, and so forth.

To *engage* (line 12) an audience means to get and keep their attention. The word is also commonly used in its adjective form, *engaging*.

An *analogy* (line 27) makes a comparison between two things, and it is used to make something easier to understand. An unfamiliar topic is made clearer by using a comparison to a familiar topic. The author gives an example in the passage with a comparison between flowing electricity and flowing water (line 29).

Someone's *attention span* (sidebar) refers to how long they can concentrate on one task.

UNDERSTANDING MAIN IDEAS

Have students work individually. Check answers as a class. Point out that students have already studied some of the communication techniques in the passage. Elicit some of the skills that students have learned in the textbook so far that can be connected to the tips given in the article:

Unit 1: Helping your audience visualize

Unit 2: Commenting on visuals

Unit 3: Opening with interesting facts

Unit 4: Asking the audience questions

Unit 5: Ending with a hope for the future

UNDERSTANDING DETAILS

A Have students preview the task. Give them enough time to go back to the passage to find the answers. Check answers as a class, eliciting the lines where students found the correct information.

B Have students work individually before checking answers in pairs.

★ **CHALLENGE** Elicit additional examples of each communication tip from past units.

➡ **EXTENSION ACTIVITY** Have students read the sidebar again. Have students work in pairs or small groups to brainstorm ideas about how to improve one's attention span. Tell them to use language for making suggestions and to design a plan for lengthening one's attention span. Have each group present their suggestions to the class.

BUILDING VOCABULARY

A Have students work individually to complete the sentences. Have them compare answers in pairs.

B CRITICAL THINKING Read the question aloud as students read along. Tell students that their opinions will likely differ, and that's okay. Encourage students to use the vocabulary from the lesson when sharing their experiences and thoughts. Ask students to add reasons for their opinions.

UNDERSTANDING MAIN IDEAS

What is the main purpose of the passage?

- a to explain how technology helps us communicate
- b to suggest ways to increase people's attention span
- ☒ c to discuss how we can get our ideas across effectively

UNDERSTANDING DETAILS

A Choose the correct options.

- 1 The Online Strategies section gives data on our attention spans to show that _____.
 - a people have become slower at reading
 - ☒ b websites need to engage readers very quickly
 - c more people prefer to get information online
- 2 Which of the following is the author likely to agree with?
 - a Social media sites are becoming reliable sources of information.
 - b Online content writers tend to focus more on text than design.
 - ☒ c With access to technology, people can now reach out to a very wide audience.

B Match the sentences to the communication tips that they illustrate.

- 1 Look at the Venn diagram on the screen.
 - 2 This reminds me of a challenge I faced in my youth.
 - 3 The human liver is like a chemical factory.
 - 4 As John F. Kennedy once said, "Ask not what your country can do for you, ask what you can do for your country."
- ☒ Include stories.
 - ☒ Give analogies.
 - ☒ Use quotes.
 - ☒ Use attractive visuals.

BUILDING VOCABULARY

A Complete the sentences using the correct form of the words in blue from the passage.

- 1 The average human life span has increased greatly over the last 100 years.
- 2 Learning how to write concisely is one of the most important skills for a writer.
- 3 Don't complicate your essay with too many technical terms.
- 4 The treatment had a(n) lasting effect on me—I no longer get backaches.
- 5 Comparing the human brain to a computer can be a good analogy for describing how the brain works.

B CRITICAL THINKING Answers will vary.

Evaluating Look at the passage again. Choose three ideas for effective communication that you think are important. Explain your choices to a partner.

Model an example of the task in **B**.

Some possibilities are:

I think that one way we can communicate effectively is by using simple language. That way, anyone can understand our message.

The reason I think subheadings are important is that they are easy for the reader to skim.

TED TALKS

MELISSA MARSHALL works at the Department of Communication Arts & Sciences at Penn State University. She specializes in teaching speaking skills to engineering students.

Melissa Marshall's idea worth spreading is that even complex and technical topics can be easy to understand and exciting if they are communicated in the right ways.



PREVIEWING

Read the paragraph below. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

Melissa Marshall believes that we **desperately** need great communication from our scientists and engineers. This is because scientists **tackle** some of the world's biggest problems—like climate change. While it is important for scientists to make everyone understand their work, Marshall points out that they must not **dumb down** their ideas. Scientists need to communicate their ideas without **compromising** them. Marshall also recommends that scientists use stories to **engage** us and get us excited.

- | | |
|--------------------------------|---------------------|
| 1 making something weaker | <u>compromising</u> |
| 2 to make something too simple | <u>dumb down</u> |
| 3 to form a connection with | <u>engage</u> |
| 4 seriously; urgently | <u>desperately</u> |
| 5 to deal with (a problem) | <u>tackle</u> |

VIEWING

A ▶ **6.9** Watch Part 1 of the TED Talk. Choose the correct options.

- What analogy does Marshall use?
 - an animal
 - a fantasy story
- Why do you think she makes this analogy?
 - to describe how unfamiliar the situation was for her
 - to describe how exciting the situation was
- What is the amazing new world that Marshall wants us to see?
 - the ideas that scientists and engineers have
 - the lives of scientists and engineers

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LESSON OVERVIEW

Aims: Watch and understand a talk about how engineers and scientists can communicate more effectively; practice engaging with your audience

Target Vocabulary: compromising, desperately, dumb down, engage, nerdy, tackle

TED Talk Summary: In her easy-to-follow TED Talk, communications expert Melissa Marshall gives scientists and engineers tips about how to share their exciting work and research with the general public. The research, experiments, and innovations of the world's scientists and engineers are shaping our future, and we need to understand them better. Marshall gives a series of tips, including how to simplify language without simplifying the concept. She also talks about the importance of explaining the relevance of their work.

Talk nerdy to me

PREVIEWING

Give students enough time to read the introduction on Melissa Marshall as well as the paragraph that summarizes her ideas. Note that by this point in the unit, students have gathered a lot of background information about being a good communicator, especially from the reading passage in **Lesson C**. Remind students of the **Warm Up** preview clip and discussion question about how scientists and engineers communicate. Tell them to use all the information they have gathered to support their viewing of Marshall's TED Talk.

Check answers as a class. If necessary, explain the meaning and elicit additional example sentences.

VIEWING

A Have students preview the task.

▶ **6.9** Play Part 1 of the TED Talk. Check answers as a class.

Write on the board: *What does Marshall mean by Alice in Wonderland?*

Elicit ideas or explanations about Marshall's analogy. Make sure students understand that she is referring to the story *Alice in Wonderland* by Lewis Carroll. Students may also be familiar with the Disney movie. She is using this analogy because for her, getting to work with engineering students was like going down the rabbit hole into a whole new and exciting world that she knew nothing about. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *Penn State* and *nerdy*.

- B** Have students preview the statements of advice. Draw students' attention to the word *jargon*. Ask them to listen for its meaning.

▶ **6.10** Play Part 2 of the TED Talk. Check answers as a class.

Write the word *jargon* on the board. Elicit its meaning based on the TED Talk. Marshall gives an example of how *not* to use jargon (*spatial* and *temporal* for *space* and *time*).

Write the term *bullet points* on the board. Elicit the advice students read in the **Lesson C** sidebar about bullet points in online writing versus Marshall's advice for verbal communication. Marshall says bullet points are usually too word heavy for people to process; she suggests using one sentence and visuals. The sidebar in **Lesson C** says that bullet points in online writing are useful for summarizing main points.

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 2 include *sexy*, *accessible*, and *dumb down*.

- C** Have students preview the discussion questions.

▶ **6.11** Play Part 3 of the TED Talk. Have students discuss in pairs before checking answers as a class.

Note that Marshall's equation summarizes the talk, stays on the theme of science and engineering, and engages the audience playfully. For question 2, have the class brainstorm ways that Marshall could have ended the talk. Encourage them to use presentation skills they've studied so far.

Elicit ideas about what Marshall means by a *few keys* in Part 3. Note she is referring back to the Alice in Wonderland analogy as Alice had to find different keys to open various doors in Wonderland, while introducing a summary of the main (key) points of her discussion.

Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *in touch with* and *inner nerd*.

- C** ▶ **6.10** Watch Part 2 of the TED Talk. Check (✓) the advice that Marshall has for scientists and engineers.

- ☒ Show how science is relevant to non-scientists.
- ☐ Give demonstrations where possible.
- ☒ Avoid using jargon when speaking.
- ☒ Simplify ideas as much as possible.
- ☒ Don't use bullet points in presentations.
- ☒ Use less text and more visuals on slides.

- C** ▶ **6.11** Watch Part 3 of the TED Talk. Discuss these questions with a partner. *Answers will vary.*

- 1 Why do you think Marshall uses an equation to summarize her talk? What do you think it means?
- 2 Can you think of another technique she could have used to end her presentation in a memorable way?

- D CRITICAL THINKING** *Answers will vary.*

Evaluating/Synthesizing Discuss these questions with a partner.

- 1 Look at the photo at the bottom of the page. Do you like it? How effective do you think it is as a way of communicating information?
- 2 Compare Marshall's recommendations with the advice in the reading on pages 80–81. How similar are they?



Language Note

Part 1

Penn State is the university where Marshall teaches—Pennsylvania State University.

The noun *nerd* refers to a studious and serious person. It is not usually positive, but Marshall changes the meaning by showing that she wants to understand more about what researchers are doing.

Part 2

Something that is *sexy* is attractive and interesting.

Something that is *accessible* is easy for others to get. The adjective can be

used for things and ideas. For ideas, this means it's easy to understand.

To *dumb something down* means to oversimplify it.

Part 3

To be *in touch with* someone is to contact them.

Your *inner nerd* is the nerdy part of your personality.

- D CRITICAL THINKING** Give students time to take notes before discussing. After pairs discuss, ask each to share one point they talked about.

VOCABULARY IN CONTEXT

- A** **6.12** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: c, 2: c, 3: a, 4: c
- B** Complete the sentences using the words in the box.

beware of barriers to key into by all means

- Keep your presentation slides simple to allow the audience to key into the main point on each slide.
- When making online purchases, you need to beware of hidden costs.
- Language differences are not necessarily barriers to intercultural understanding—we can learn about other cultures through music, food, or art.
- If you feel confident, by all means apply for the job.

PRESENTATION SKILLS Engaging with your audience

Make your presentation seem like a conversation in order to connect with your audience. Here are some ways you can do this:

- Make eye contact.
- Use relaxed and friendly body language.
- Talk enthusiastically—let your personality come through.

- A** **6.13** Watch part of Melissa Marshall's TED Talk. Check (✓) the techniques that she uses.

Melissa Marshall _____.

- ☒ speaks energetically
- ☒ asks the audience questions
- ☒ smiles and uses humor
- ☐ gets someone to join her onstage
- ☒ is relaxed while presenting
- ☐ checks her audience's understanding before continuing

- B** Work with a partner. What advantages are there to making a presentation like a conversation? *Answers will vary.*

I think a presentation that feels like a conversation allows the audience to relax while listening.

- C** Work in groups. Brainstorm other ways to make a presentation feel like a conversation. *Answers will vary.*



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Skill Note

Engaging with your audience means that it feels like you are talking with them instead of talking at them. One way of helping them feel at ease with you as a speaker is to use positive body language, as suggested in the **Presentation Skills** box. An audience can quickly understand if a speaker is confident and comfortable by observing body language. Examples of positive body language include having good posture, making warm hand gestures, keeping eye contact with the audience, smiling, and not crossing your arms. Engaging with your audience through your body language is a lot about acting natural when on stage and keeping calm. It is also recommended to move a bit during your speech, as well as to vary gestures instead of repeating the same ones.

Another tip for engaging with the audience is speaking with enthusiasm. Showing your passion for your topic in this way can help get the audience excited and interested.

- B** Write on the board: *Make your presentation seem like a conversation.* Ask pairs to discuss the advantages of this. Then elicit ideas from each pair. Note that the central idea is that a conversation is a more personal and intimate discussion, and we're more likely to stay fully engaged while talking one-on-one. By making a presentation like a conversation, the speaker is connecting more directly with the audience by speaking to them as peers instead of from a place of authority.

- C** Divide the class into groups. Tell each group to make a mind map of their ideas. Have each group present their best ideas to the class.

- EXTENSION ACTIVITY** Have students work in pairs to make an infographic of the equation that Marshall gives to summarize the point of her talk. Tell students that the infographic should be entertaining and informative, and use simple language to teach Marshall's main points. After pairs finish, put the infographics around the classroom for their classmates to see.

VOCABULARY IN CONTEXT

- A** **6.12** Play the video. If necessary, play it again.

- B** Have students work individually to complete the activity. Check answers as a class.

Ask students comprehension questions related to the TED Talk using the vocabulary words.

For example:

What are two things that Marshall says to beware of when giving presentations? (jargon, bullet points, dumbing down)

What are a few of the key points that Marshall suggests for successful communication? (simple language, making the topic relevant for the audience, using stories, analogies, and quotes)

PRESENTATION SKILLS

- A** Read aloud the Presentation Skills paragraph **Engaging with your audience**. Have students preview the sentences.

- 6.13** Play the video. Have students check answers in pairs.

Simplifying ideas

LESSON OVERVIEW

Aims: Plan and give a presentation in simple language; write an explanation

COMMUNICATE

- A** Have students work individually to complete their notes. Explain that students should choose a topic that they know a lot about so it's easier for them to talk about it. Note that students should focus on topics that require explanations since their goal is to teach their audience.

- B** Tell students to think about how they want to present their information. Remind them that they are giving a presentation, so they should focus on tips that they've learned in the unit for giving clear and effective presentations. Draw students' attention to the language in **Giving an explanation**. Give completed versions of the examples with information about any topic; for example, *I'd like to tell you more about ice hockey.*

- + SUPPORT** Elicit a review of the tips that students learned in the unit about giving presentations. Write them on the board: *Describe your ideas in a simple way, present ideas logically and concisely, include stories, analogies, and/or quotes, use attractive visuals, explain why the topic is relevant to your audience, avoid jargon, don't dumb down, and don't use bullet points.*

- C** If time permits, have students practice the presentation with a partner before presenting to their groups. Then divide students into groups so partners are not together. Give each group member one to two minutes to talk about their topic. Then give groups one minute to ask questions. Remind them to take notes as they will be using a topic

6E Simplifying ideas

COMMUNICATE Explaining a topic of interest Answers will vary.

- A** You are going to explain a particular idea or concept. It can be a game, a sport, a hobby, or an idea from your work or study. Choose a topic and write some notes on it below.

My topic:

Key points:

- B** Decide how you will explain the topic. Think about how you can make it easy to understand.

Giving an explanation

I'd like to tell you more about ...

... is like a(n) ...

The basic idea of ... is ...

You can think of it as a(n) ...

- C** Work in groups. Take turns explaining your topic to your group members.

WRITING Giving an explanation

Choose one of the topics that your group members talked about. Write a paragraph about what it is and what you learned about it.

One of my group members talked about ice hockey. It's a sport that's popular in parts of North America and Europe. There are six players on each team, including one goaltender. The aim is to score more points than the other team by ...

Answers will vary.

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from one of their group members' presentations for **Writing**.

- + CHALLENGE** Ask each member to share feedback. Was it easy to understand? Was it engaging? What were the positives? What could be improved?

WRITING

Read the example aloud. Make sure students understand that they should write about someone else's presentation

A player scores in an ice hockey match.



topic, not their own. Give students time to ask each other any additional questions before they start writing. Have them work individually. If time permits, have students read their paragraphs to their groups.

- + EXTENSION ACTIVITY** Have students turn their paragraphs or their presentations into a short online article. Tell them to use all the information that they have about the topic and the tips from the reading passage in **Lesson C** to write an article that will engage an online audience.

Presentation 2

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

better app	to share are fixed	upload more efficient	submit most important
---------------	-----------------------	--------------------------	--------------------------

Hi, I'm Scott. It's great to be here today. Tell me, how many of you have noticed a problem in your neighborhood, like broken street lights? Right, most of you. And how many of you reported it to the local government? Hmm, nobody. Today, I'm going to explain a simple idea that can help people improve their neighborhood.

My idea is for an ¹ app, which allows you ² to share and report local issues. Imagine you're walking down the street and you find a tree blocking the way or trash dumped in a park. You take some photos and open up the app. You ³ upload the photo and add any comments you want. Everyone can then see the details on a map. You can see the issues that people report and when they ⁴ are fixed. Here, you can see the photo of the problem and the location on the map. And here is a list of things that people can ⁵ submit. But that's not all. Users can vote on the ⁶ most important issues and which should be fixed first. So we all help to improve the local area as well as make the government ⁷ more efficient.

So, that's my idea for how we can all help make our neighborhoods ⁸ better. Actually, there are some cities around the world doing this already. My hope is that the idea will spread to all our neighborhoods, so we can all enjoy a more pleasant and safe environment. Thank you for listening.



B **P.2** Watch the presentation and check your answers.

C **P.2** Review the list of presentation skills from Units 1–6 below. Which does the speaker use? Check (✓) them as you watch again. Then compare with a partner.

The speaker ...

- | | | | |
|-----------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| • helps the audience visualize by | | • comments on visuals | <input checked="" type="checkbox"/> |
| • doing a demonstration | <input type="checkbox"/> | • opens with an interesting fact | <input type="checkbox"/> |
| • giving interesting facts | <input type="checkbox"/> | • asks the audience questions | <input checked="" type="checkbox"/> |
| • telling a story | <input type="checkbox"/> | • ends with a hope for the future | <input checked="" type="checkbox"/> |
| • using visuals | <input checked="" type="checkbox"/> | • engages with the audience | <input checked="" type="checkbox"/> |

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B **P.2** Play the video to check answers. Elicit details about the visuals used in the presentation:

1. What kind of visuals does Scott use? (slides)
2. What does the speaker use the visuals to do? (to explain the functions and features of the app)

C Have students preview the task.

P.2 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–3:

1. Helping the audience visualize
2. Commenting on visuals
3. Opening with interesting facts

Then elicit the presentation skills from Units 4–6:

4. Asking the audience questions
5. Ending with a hope for the future
6. Engaging with your audience

Elicit the language that the speaker uses to ask the audience a question (*Tell me, how many of you ...*). Then elicit the language used to end with a hope for the future (*My hope is that ...*).

Review the presentation skills from Units 4–6 in more detail. Elicit the language options or techniques that students can use in **Your Turn**.

Asking the audience questions: Begin the questions with *So ...* and/or *Now ...*

Ending with a hope for the future: *It's my dream that ...; We hope to see the world become*

Engaging with your audience: Make eye contact, use relaxed and friendly body language, and talk enthusiastically.

Presentation 2

LESSON OVERVIEW

Aim: Students give a short presentation to a partner to introduce an idea for improving their communities using each of the presentation skills they've learned in Units 4–6, as well as relevant ones from previous units.

MODEL PRESENTATION

A Have students work individually to complete the sentences. Elicit some basic points about the presentation:

1. What is the topic? (an app)
2. What is the purpose of the presentation? (to introduce an idea to help the community)

YOUR TURN

- A** Have students preview the task. Draw their attention to the word *technology*. Make sure students understand that their plans to improve their communities will involve technology.

Explain that asking and answering questions about your topic is a useful technique for planning content. Note that the first two questions focus on communication issues in the community and the third question focuses on using technology to improve those issues. Point out that students can use their answers as notes for the presentation, or just write answers to brainstorm ideas.

Give students between five and ten minutes to think of how to integrate the topics of technology and community communication. Remind students about Margaret Gould Stewart's job of designing user experiences for large groups of people in Unit 4, as well as Haas and Hahn's efforts to transform communities in Unit 5.

- B** Read aloud the useful phrases as students repeat. Give students more time to adjust their notes and decide what language they want to use in their presentation. Remind students of Melissa Marshall's TED Talk in Unit 6 in which she shared tips for talking clearly about technical topics. Elicit a quick review of her main tips: simplify explanations, avoid jargon, use less text and more visuals, and show the topic's relevance to the audience.

- C** Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**.

- D** Explain that when offering feedback after hearing a presentation, it's good to start with praise. Introduce some

YOUR TURN Answers will vary.

- A** You are going to plan and give a short presentation to explain an idea for improving communication among residents and strengthening the local sense of community. Think about how you could use technology to help the community connect with each other. Make notes in the chart below.

How do people in your neighborhood communicate with one another now?

How close are people in your neighborhood?

How can technology help to improve communication?

- B** Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful phrases

Asking the audience questions: *What do you think of when ... ?
How many of you ... ?*

Making suggestions: *My idea is for a/an ... that ...
What I'd like to propose is ...
One way to improve communication is ...*

Describing communities: *tight-knit, supportive, united*

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–6 below. As you listen, check (✓) each skill your partner uses.

The speaker ...

- | | | | |
|-----------------------------------|--------------------------|-----------------------------------|--------------------------|
| • helps the audience visualize by | | • comments on visuals | <input type="checkbox"/> |
| • doing a demonstration | <input type="checkbox"/> | • opens with an interesting fact | <input type="checkbox"/> |
| • giving interesting facts | <input type="checkbox"/> | • asks the audience questions | <input type="checkbox"/> |
| • telling a story | <input type="checkbox"/> | • ends with a hope for the future | <input type="checkbox"/> |
| • using visuals | <input type="checkbox"/> | • engages with the audience | <input type="checkbox"/> |

- D** Give your partner some feedback on their talk. Include at least two things you liked and one thing that could be improved.

I liked your presentation. You asked questions and shared an interesting story. But the end of your talk was a bit abrupt.

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simple phrases for students to praise each other: *Well done. Great job. You did really well. That was great. That was interesting.*

Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example. (*Your body language was*

good, and you engaged with the audience.) Next, students can offer any points that need to be improved. (*But your conclusion wasn't clear enough.*)

- ★ **CHALLENGE** Have students give their presentations to the entire class.

7 Identity

“Where do you come from? It’s such a simple question, but these days, of course, simple questions bring ever more complicated answers.”

Pico Iyer
Travel writer, TED speaker



UNIT GOALS

In this unit, you will ...

- talk about factors that influence people’s sense of identity.
- read about different types of migration.
- watch a TED Talk about the meaning of “home.”

WARM UP

▶ 7.1 Watch part of Pico Iyer’s TED Talk. Answer the questions with a partner.

- 1 Why is it hard for Pico Iyer to answer the question about where he is from? *His family is from India, but he has never lived there.*
- 2 How would you answer the question in the quote? Is your answer different depending on who is asking? *Answers will vary.*

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UNIT GOALS

In this unit, students will read, watch, and discuss about home and identity. Students are asked to talk about what factors shape their own sense of self, and read about and discuss how migration is reshaping the world. Students will use the present perfect progressive tense to talk about ongoing actions and events. By the end of the unit, students will be able to share their thoughts and stories about identity and sense of self in the global world. As students may be sharing their personal backgrounds and stories, encourage a comfortable, accepting, and open-minded learning environment.

TED Speaker

Pico Iyer is an author and public speaker who writes about travel and global lifestyles.

TED Talk Summary

Iyer shares his own story of finding homes in various countries, and reflects on the meaning of *home* and *identity* in a world where over 250 million people live abroad.

Idea Worth Spreading

Home is no longer about where we are from, but about where our identity is formed.

7

Identity

WARM UP

Have students look over the picture, caption, and quote on the page.

▶ 7.1 Play the preview clip of the TED Talk. Ask what Iyer means by *blood and ancestry*.

For question 1, have students work in pairs to paraphrase and discuss Iyer’s main points. The country of Iyer’s ethnic origin is not the country that he’s lived in, so the first assumptions most people make about where he is from are incorrect. Ask students to raise their hands if they can relate to Iyer’s comment. Use this as a segue to question 2.

For question 2, ask students to talk with their partner about where they consider their home to be.

Language Note

A person’s *blood and ancestry* is the cultural and national origins of their family over generations.

➔ **EXTENSION ACTIVITY** Ask students to make a concept map for their own identities. Tell them to write “me” in the middle circle, and brainstorm connections to their home and identity. Then ask them to share their mind maps with a partner.

7A

Where are you from?

LESSON OVERVIEW

Aims: Learn language for talking about background and identity; listen to someone talk about their sense of home; practice talking about factors that influence identity

Target Vocabulary: background, factor, have a lot in common, migrant, multicultural, sense of identity, traditional

VOCABULARY

A Have students work individually. Play the audio/video to check answers. Go over the meaning and use of each word or phrase.

★ CHALLENGE Have students write sentences about themselves using five of the vocabulary words.

B Have students work in pairs. Read the questions aloud. If necessary, give students time to think about their answers before pairs start discussing. Model completed versions of the examples aloud; for example: *My country is very multicultural. There are five different languages spoken and four different ethnic regions; Most of the people in my country are Vietnamese. But we have a growing group of migrants from other parts of Asia.*



Soccer fans celebrate Germany's victory at the 2014 World Cup.

7A Where are you from?

VOCABULARY Describing Identity

A **7.2** Complete the sentences using the words from the box. Then listen and check your answers.

sense of identity	multicultural	background	factors
traditional	migrants	have a lot in common	

- 1 A person's sense of identity is how they see themselves, and it usually depends on many different factors.
- 2 Even if two people are from different countries, they may still have a lot in common.
- 3 The United States has a multicultural society, consisting of people from different ethnic groups.
- 4 Every year, millions of migrants move to other countries for work or to find better lives.
- 5 In today's globalized world, the traditional idea that people are mainly from a monocultural background is becoming less true.

B Work with a partner. Discuss these questions. *Answers will vary.*

- 1 How multicultural is your country? Which cultures are the most common?
- 2 What are some traditional cultural practices in your country?

My country is very multicultural. There are ...

Most of the people in my country are Vietnamese. But we have a growing group of ...

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Language Note

Note that the term *sense of identity* is a central theme of the unit. Your *sense of identity* is how you interpret your identity. Note that the term *sense of* is used in this phrase to communicate an interpretation. So your *sense of identity* is open to interpretation. Note that the unit encourages students to approach the idea of identity as something that is not rigid, and worth rethinking in the global world.

Note that a *migrant* is someone who has relocated, usually to find a better standard of living. The noun *immigrant*, which students might also be familiar with, more specifically describes a person who has moved permanently to another country.

LISTENING Multicultural experiences

Listening for opinions

You can identify the speaker's opinions by listening for phrases that introduce thoughts.

I would say that ... To me, ... I think the best part is ...

- A** **7.3** Watch Janice Reis Lodge talk about her background. Match the parts of the sentences to complete the descriptions about her life and family.

- | | |
|-----------------------------|-----------------------|
| 1 She was born in | ○ Singapore. |
| 2 She met her husband in | ○ the United Kingdom. |
| 3 Her husband is from | ○ South Africa. |
| 4 Her children were born in | ○ Portugal. |
| 5 She now lives in | ○ Hong Kong. |

- B** **7.4** Watch Reis Lodge talk about her sense of home and identity. What does "home" mean to her? Discuss with a partner. "Home" is where she is living at the moment.

- C CRITICAL THINKING** They learn about different cultures; her children learn Mandarin and get to make friends from very different backgrounds. **Reflecting** Work with a partner. What does Reis Lodge and her family enjoy about being able to experience various cultures?



Janice Reis Lodge with her children

SPEAKING Talking about your background

- A** **7.5** What does Speaker B plan to do next year? *Speaker B plans to move to Thailand next year.*

- A:** You've been living here for a couple of years now, right?
B: Yeah, it's a wonderful place. And the people are really friendly.
A: Glad you like it. Do you plan to stay in Argentina for a while longer?
B: Actually, I'll probably move to Thailand next year.
A: Oh, is that where you're from?
B: My mother's Thai, but I grew up in France. My dad was working there. He's American.
A: Wow! I've never lived overseas. I've lived here all my life.
B: Really? Would you like to live abroad for a while?
A: I'm not sure. All my family and friends are here.

- B** Practice the conversation with a partner.

- C** Work with a partner. Write three things about your background that most people don't know. Then share them with your partner. Use the expressions in blue above to help you. *Answers will vary.*

I lived in Canada for two years.

My great-grandparents are from Brazil, but my parents grew up in Japan.

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LISTENING

- A** Read **Listening for opinions** aloud as students read along. Point out that students can also use this language when expressing opinions. Note that the phrases offer more advanced options than what students have learned or heard so far in the textbook. Elicit any additional language students know for expressing opinions and beliefs (*I think ...; I believe ...; I tend to agree that ...*).

Have students preview the task.

- 7.3** Play the audio/video. Check answers as a class.

- B** Have students preview the task.

- 7.4** Play the audio/video. Have students check answers in pairs and then continue in those pairs for the discussion for **C**.

- C CRITICAL THINKING** Read the question aloud. Explain that students will have to infer the answer based on what they heard in the video. Reis Lodge says that she encourages her family to enjoy and discover what's exciting about whatever place they are currently living in. Ask volunteers to share with the class some ideas they discussed.

SPEAKING

- A** Ask students to read along as they watch.

- 7.5** Play the audio/video.

Elicit the three different places that the speaker mentioned (*Argentina, Thailand, France*). Have students answer the question.

- B** Model the conversation aloud with a student, and then have students work in pairs to practice. Make sure they alternate between A and B roles.

- + SUPPORT** Play the audio/video again, pausing after each sentence so students can repeat. Elicit ideas for alternative language for the words in blue.

- C** Give students time to think about three points. Point out that students will be sharing with others in the class, so they should choose information that they feel comfortable telling others. Tell students to try to think of interesting points that will teach their classmates more about themselves.

Ask for volunteers to share some of the information they learned about their partners.

- ★ CHALLENGE** Encourage partners to ask more in-depth follow-up questions. For example, *What places do you consider home? Where would you like to live?*

- + EXTENSION ACTIVITY** Have students talk in pairs about someone they know with a multicultural background. Explain that a multicultural background usually refers to someone with more than one culture or nationality, but can also refer to someone who has lived many places and experienced many cultures.

Global movement

LESSON OVERVIEW

Aims: Read an infographic about human migration over time; give a survey about places where classmates have lived

Infographic Summary: Changing global trends in migration are shown over the 23-year period between 1990 and 2013. While the two most popular places where immigrants go haven't changed—the United States and Russia—in 1990 the majority of immigrants were from Russia and Afghanistan, whereas in 2013 the majority were from India and Mexico. And the population of the United Arab Emirates has the highest percentage of migrants in the world at 84%.

LANGUAGE FOCUS

A **7.6** Play the audio/video as students read along. Then give them additional time to look over the infographic. Elicit some ideas about why people migrate today versus in the past. Students will read more about reasons for migration in **Lesson C**.

B Read the question aloud.

7.7 Play the audio/video to check answers in pairs. Elicit more details about the conversation. Ask: *Where is Nick moving?* (France) *Why does the speaker's sister want to study overseas?* (She wants to go somewhere new and learn.) *Where does the speaker want to live?* (in the same place where he is now)

C Have students read over the language chart for **Talking about ongoing actions and events**.

7.8 Play the audio/video. Go over the meaning and use of the present perfect progressive tense. Direct students to page 187 for more information.

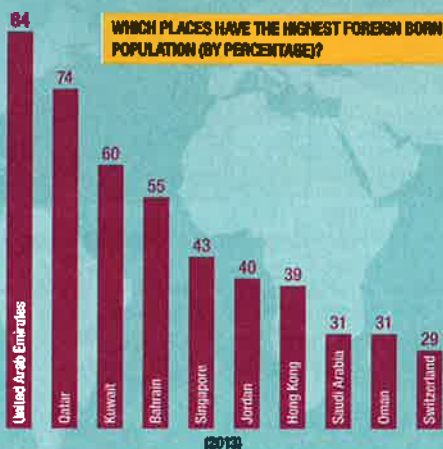
Global movement

LANGUAGE FOCUS Discussing human migration

A **7.6** Look at the information. What could be some reasons for the differences between migration patterns in 1990 and 2013? *Answers will vary.*

MIGRATION PATTERNS

The places that international migrants travel to have changed over time.



WHERE DO INTERNATIONAL MIGRANTS COME FROM?

1990	2013
1. Russia	1. India
2. Afghanistan	2. Mexico
3. India	3. Russia
4. Bangladesh	4. China
5. Ukraine	5. Bangladesh
6. Mexico	6. Pakistan
7. China	7. Ukraine
8. the United Kingdom	8. Philippines
9. Pakistan	9. Afghanistan
10. Italy	10. the United Kingdom

WHERE DO INTERNATIONAL MIGRANTS GO?

1990	2013
1. the United States	1. the United States
2. Russia	2. Russia
3. India	3. Germany
4. Ukraine	4. Saudi Arabia
5. Pakistan	5. United Arab Emirates
6. Germany	6. the United Kingdom
7. France	7. France
8. Saudi Arabia	8. Canada
9. Canada	9. Australia
10. Iran	10. Spain

B **7.7** Listen to the conversation. What are the reasons mentioned for moving or going to another country?

☒ family ☒ work ☐ travel ☒ study ☐ volunteer work

C **7.8** Watch and study the language in the chart.

Talking about ongoing actions and events

I've been living in France since 2015.

The number of people moving to the United States has been increasing.

The economy hasn't been doing well this year.

I haven't been keeping up to date with the latest technological trends.

How long have you been studying overseas?

I've been studying overseas for three years.

Have you been working at your company for long? Yes, I have. / No, I haven't.

For more information on the present perfect progressive, see Grammar Summary 7 on page 187.

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Grammar Note

Note that the language in the chart introduces the present perfect progressive tense, which uses *have/has been* + present participle (*-ing* form) for ongoing events and actions. The present perfect progressive is used for something that's temporary but ongoing: *I've been traveling for two weeks.*

In contrast, the present perfect simple tense is used for more permanent events and actions: *I've traveled since I was young.*

Note that *have/has* is usually contracted with the subject (*I've been studying*; *He's been doing well*), except in cases when the verb is negative, and then *have/has* is contracted with *not* (*I haven't been studying*; *He isn't doing well*).

Note that the following verbs are not typically used in the present perfect progressive tense: *know, like, be, have*.

7.7 Listen to the conversation in B again. Circle T for true or F for false.

- 1 The woman's colleague has been living in France. T **F**
- 2 The man's sister has been working at her current company for five years. **T** F
- 3 The man has lived in the same country all his life. **T** F

7.9 Complete the conversation. Circle the correct words. Then listen and check your answers.

A: Hi! It's been a while. How have you been?

B: Good. Actually, **I got / I've been getting** ready to go overseas. I leave next week.

A: Really? Where are you going?

B: New Zealand. I've never been there before. **I've been / I'm** looking forward to going for ages.

A: How long will you be there?

B: Six months. **I'll be / I've been** studying and also travelling around the country.

A: Wow, sounds great. Actually, **I'm / I've been** reading about New Zealand recently. It sounds like a great place to visit.

B: Yeah. There are a lot of fun things to do. I've checked them out on the Internet. So what about you? Are you planning any trips?

A: Not right now. **I'm / I've been** pretty busy at work these past few months.



The number of people visiting New Zealand has been increasing; more than 3 million people visited in 2015.

SPEAKING Talking about living abroad Answers will vary.

Find a person for each of the items in the chart. It could also be someone your classmate knows. Write their names and ask a follow-up question to get more information.

Find someone who ...	Name	Details
has been living in this city for more than ten years.		
has family or friends in at least two other countries.		
comes from a different city or country.		
would like to move to a different city or country in the future.		
has been studying English for more than five years.		

Have you been living in Rio de Janeiro for more than ten years?

No, I only moved here six years ago.

SPEAKING

Read over the chart together as a class. Tell students to think about how to ask each point as a question. Model the example with a volunteer.

Have students walk around the class and ask each other questions. Point out that students need to find out more details. Tell them to ask follow-up questions to get more information.

EXTENSION ACTIVITY Ask students to write about their current lives, including ongoing events that are happening. Then have them read their paragraphs to a small group. Tell group members to ask questions. Another option is to have students write about a migrant they know. Ask them to introduce that person to their classmates.

D Have students preview the task.

7.7 Play the audio/video. Check answers as a class. Elicit how to make each false statement true.

E Have students work individually.

7.9 Play the audio/video to check answers. Elicit some details about the conversation. Ask:

How long will the speaker be there?
(six months)

Where is the speaker getting information about New Zealand?
(the Internet)

Global migration

LESSON OVERVIEW

Aims: Read and comprehend an article about why people move; summarize key points; understand details

Target Vocabulary: conflict, diverse, era, influx, undertake, vibrancy

Reading Summary: Global migration is an important trend impacting the world. Economic migrants are the most common, relocating to look for better job opportunities. Others move for more desperate reasons, such as refugees who are forced to leave their home countries to escape conflict or persecution. Others choose to retire abroad in a country where they can live more comfortably on the money they have. Migrants affect the countries where they live by contributing to cultural diversity and the country's economy, while also supporting their home countries by sending money back.

PRE-READING

Read the question aloud. Note that students are guessing their answers, so they should not skim the article. Tell students they should have some ideas from the infographic from **Lesson B**, and they should use any background knowledge that they already have about migration as well as any personal experience. Give students time to brainstorm ideas together in pairs. Note that the reading passage builds off the information in **Lesson B**.

Elicit ideas to write on a concept map on the board. After students read the passage, come back to the mind map to have students identify topics mentioned. Have students read the entire passage, either silently or while listening to the audio.

Global migration

PRE-READING Predicting Answers will vary.

Work with a partner. What do you think are some of the reasons people decide to move to a different region or country?

7.10

We live in an **era** of globalization; about 250 million people worldwide now live in countries other than the one in which they were born. This constant movement of people complicates a question that used to be so much simpler: "Where are you from?"

People move countries for a **diverse** range of reasons. Economic migrants look overseas for better work opportunities and an improved standard of living. They often travel to one of the many developed countries. These countries often have low birthrates, and as a result, are in need of working-age adults. Globalization has led to the overseas expansion of many businesses, allowing skilled workers to take up jobs outside of their home countries.

Then there are retirees—people who want to spend their later years in a country with a lower cost of living. This group of migrants usually comes from countries where the cost of retirement is expensive.

These first two groups of people move to countries of their own choice, but a third group is not so lucky. Refugees are migrants who are forced to leave their homes for reasons such as **conflict** in their countries. These migrants often have to **undertake** dangerous journeys in order to escape.

The distribution of migrants around the world is not even. Today, the United Arab Emirates (UAE) is one of the top destinations for economic migrants: they make up over 80 percent of the population.

In Asia, the distribution varies greatly: About four in ten people living in Hong Kong are foreign-born, but Japan's migrant population is just one in fifty. Where

migrants go depends on many factors, such as job opportunities or cultural and language differences.

A large-scale **influx** of migrants can create tensions within the host country, and it is sometimes perceived that migrants create a **drain** on that country's resources. This is a controversial point, however, and many people disagree. A study by researchers Christian Dustmann and Tommaso Frattini showed that on the whole, migrants from Europe contributed more to Britain's economy than they benefited from the value of public services.

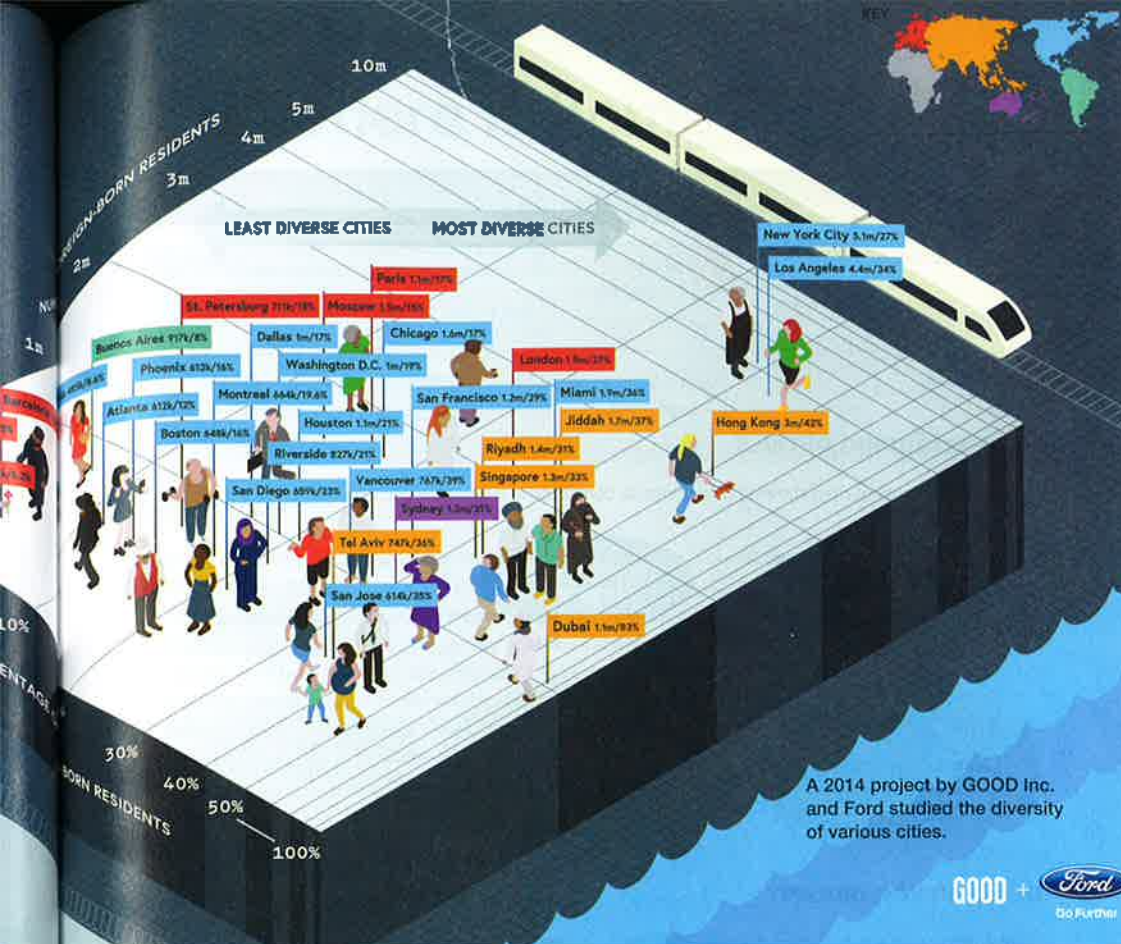
Migrants also help support the economy of their home countries. Most send money home



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7.10 Play the audio/video if necessary. Then check students' predictions as a class.

+ SUPPORT Play the audio/video again. Stop the audio/video to explain any unfamiliar terms.



Language Note

The phrase *constant movement* (line 4) describes a continuous flow of movement. It is used to talk about the continuous arrival and departure of many people.

Standard of living (lines 9–10) refers to quality of life in regard to money and comfort. A country with a high standard of living is usually considered wealthy, and residents live comfortably.

Working-age adults (line 12) are people who are at the age where they are able to work and likely to have a job.

When someone is *forced to leave* (lines 22–23), they are made to leave. To be *forced to do something* implies that you have no choice in the action. However, note that the noun *force* (line 56) means a strong influence, and can be used to describe a positive or negative influence.

When people do something *of their own choice* (line 21), they are conscious actors, as opposed to being forced to do something.

To *undertake* (line 24) means to take on or to agree to do something.

EXTENSION ACTIVITY Ask students to share with the class or a partner about someone they know who fits into one of the categories of migrants discussed in the reading passage.

to their families; the World Bank estimates that international migrants sent home about \$600 billion in 2015, an amount comparable to the national wealth of the twentieth richest country in the world.

In addition to the economic benefits, migrants may contribute to the cultural diversity of their host countries. The International Organization for Migration (IOM), for example, believes the movement of people around the world to be a positive force. It works with governments to protect migrants' rights. Through a global campaign called "Migrants Contribute," it also

raises awareness of the value of migrants' contributions.

As we move toward an increasingly multicultural world, we can observe how a blend of cultures creates **vibrancy** in different countries. Being able to experience multiple cultures just by walking down the street is something that our grandparents might never have imagined. In many global cities today, it's already a reality.

* *retirees*: n. people who have stopped working because they no longer need to

* *drain*: n. something that uses up time, money, etc.

SUMMARIZING KEY POINTS

Have students work individually. Tell students to refer back to the passage to find the information to complete the chart. Check answers as a class. Elicit the lines where students found the information in the reading passage.

- ★ **CHALLENGE** Have students work in pairs to paraphrase the chart with a partner. Tell them to use their own words to describe the three different types of migrants talked about in the reading.

UNDERSTANDING DETAILS

Tell students to look over the concept map first. Point out that the central bubble is *Contributions by migrants*. Give students time to go back to the passage to find the information to complete the concept map.

Check answers as a class. Elicit the lines in the reading passage where students found the information.

BUILDING VOCABULARY

- A** Have students work individually to complete the activity. Check answers as a class. Elicit example sentences using each word. Write them on the board.
- B** Have students work individually to complete the sentences in the paragraph. Have them compare answers in pairs. Then ask pairs to summarize the paragraph in their own words.
- C CRITICAL THINKING** Read the questions aloud as students read along. Have students work in pairs. Note that the author's attitude is most clearly stated in the first sentence of the last paragraph on lines 61–63. However, the author's opinion can also be inferred throughout the passage since no negative points about migration are mentioned. When considering other attitudes, ask students to think both about the direct opposite of the author's opinion as well as opinions in between. For example, maybe someone supports migration in cases of conflict, but not for wealthy retirees.

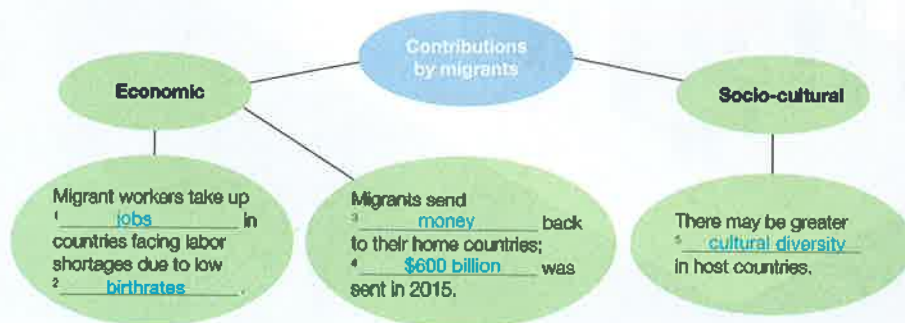
SUMMARIZING KEY POINTS

Complete the chart about global migration.

Global Migration	
Types of migrants	Reasons for migrating
1 Economic migrants	better work opportunities and an improved standard of living overseas
2 Retirees	to spend their later years in a country with a lower cost of living
3 Refugees	to escape conflict in their home countries

UNDERSTANDING DETAILS

Complete the concept map showing how migrants contribute in different ways.



BUILDING VOCABULARY

- A** Match the words in blue from the passage to their definitions.

- | | | |
|-------------|---|---|
| 1 conflict | ○ | try to do something |
| 2 undertake | ○ | the arrival of a large number of people |
| 3 influx | ○ | fighting between groups of people |

- B** Complete the information using the words in blue from the passage.

We live in a(n) ¹ era of global movement and travel. Well-connected air, land, and sea routes allow people to go anywhere they wish. With all this movement and interaction of people all over the world, we are able to experience a(n) ² range of cultures and customs. The presence of people from different backgrounds living together creates a(n) ³ and an energy that bring the world closer.

- C CRITICAL THINKING** Answers will vary.

Infering Work with a partner. What attitude does the author of the article have toward global migration? Do you think some people might have an opinion of migration that is different from the author's? Why?

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- ★ **CHALLENGE** Encourage students to offer their own opinions in the discussion, supported by reasons and examples. Remind students of some useful phrases for discussing opinions:

I would say that ...; In my view ...; I think the best part is ...; I think ... because ...; I agree. / I don't agree; I agree, but I also think ...; Generally, I prefer ...

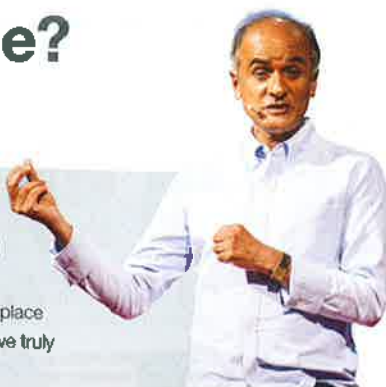
- ➡ **EXTENSION ACTIVITY** Divide the class into groups. Tell them to brainstorm more ways that immigrants influence a place. Assign groups either "big city" or "small town." Ask students to talk about the positive impacts that migrants could have on each of these places. After groups brainstorm, have them share with the class.

7D Where is home?

TED TALKS

PICO IYER has traveled widely throughout the world and is best known for his travel writing. He explores the meaning of "home," what it means to be on your own, the joy of travel, and how travel can help us focus in a world of technological distractions.

Pico Iyer's idea worth spreading is that our "home" is not just the place where we are born and raised; it's the place where we feel we have truly become ourselves.



TED TALKS

PREVIEWING

Read the paragraph below. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

More and more people now live in a different country than the one in which they grew up. In the past, most people probably felt somewhat **alien** whenever they traveled outside their own country. It may also have been less common for locals to see or interact with **foreigners** in their countries. But the situation is different now. The traditional idea of people having single cultural backgrounds is slowly **evolving**. People with multicultural backgrounds now **represent** a new normal: a mix of languages, **ancestry**, cultures, and customs.

- | | |
|--|-------------------|
| 1 be an example of | <u>represent</u> |
| 2 changing | <u>evolving</u> |
| 3 your family's history | <u>ancestry</u> |
| 4 people from a country other than yours | <u>foreigners</u> |
| 5 strange or unfamiliar | <u>alien</u> |

VIEWING

A **7.11** Watch Part 1 of the TED Talk. Why could Pico Iyer be considered as these nationalities? Match the nationalities to the reasons.

Pico Iyer could be considered ...

- | | | |
|------------|-------------------------------------|--|
| 1 Indian | <input checked="" type="checkbox"/> | because it is his birthplace and where he grew up. |
| 2 English | <input checked="" type="checkbox"/> | because it is where his ancestors were from. |
| 3 American | <input checked="" type="checkbox"/> | because he likes the place and spends a lot of time there. |
| 4 Japanese | <input checked="" type="checkbox"/> | because it is where he pays his taxes and sees his doctor. |

B Work with a partner. Pico Iyer says that he doesn't really belong to any of the nationalities in A. What reasons does he give? He's not really Indian because he's never lived there and doesn't speak any of the languages; He's not really English because he left after graduating and also looked different from the other students; He's not really American because he has an alien identification card and feels foreign there; He's not really Japanese because he's on a tourist visa and isn't regarded as a local.

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LESSON OVERVIEW

Aims: Watch and understand a talk about how living in many places has shaped one person's impression of the idea of home; practice using stories to personalize your message

Target Vocabulary: alien, ancestry, evolve, foreigner, represent

TED Talk Summary: When someone is ethnically from India, but educated in England and lives in the United States and Japan, where is home? This is the topic

that Pico Iyer explores in his talk about the shifting meaning of identity in the global world. Iyer uses his own personal story as a springboard to share his belief that home and self in the modern, global world is much more about who you are and the people you care for than the place you are originally from.

PREVIEWING

Give students enough time to read the introduction on Pico Iyer as well as the paragraph that summarizes his ideas.

7D

Where is home?

Note that by this point in the unit, students have discussed and thought about sense of identity quite extensively. Pico Iyer's ideas offer yet another opinion on the same topic. Tell them to use all the ideas and information they have gathered so far in the unit to support their viewing of the TED Talk.

Check answers as a class. If necessary, explain the meaning of each word or phrase and elicit additional example sentences for each. Note that *alien* also means to be from a foreign country, *ancestry* refers to ethnicity, and *evolving* usually suggests a positive change.

VIEWING

A Have students preview the task.

7.11 Play Part 1 of the TED Talk. Check answers as a class.

Give students time to work individually to match the information. If necessary, play Part 1 again to support comprehension. Then check answers as a class.

Write on the board: *What does Iyer mean by "100% of my blood and ancestry"?*

Iyer is talking about his ethnic background, which is Indian. Note that Iyer's point is that while traditionally this is what defined our cultural identity, in today's world many people are born in countries other than where their ancestors lived.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *classic English heroes* and *pink card*.

B Have students work in pairs to discuss the question. Explain that they should note why Iyer doesn't connect wholly to India (he's never lived there), England (he didn't feel represented there), the United States (he is considered an alien there), and Japan (Japanese people don't see him as someone who belongs there). Check answers as a class.

- C** Have students preview the diagrams. Tell them to listen carefully to Iyer's explanation. Point out that more than one diagram may be correct.

7.12 Play Part 2 of the TED Talk. If necessary, play Part 2 again. Check answers as a class.

Read the script to go over the meaning of Iyer's comparisons.

Elicit or explain the meaning of any additional unfamiliar language. Note that *floating tribe* is a key term for students for Activity D. Suggestions for Part 2 include *sweetheart*, *floating tribe*, and *nation-state*.

- D** Have students preview the discussion questions. Before playing, make sure students understand the term *floating tribe*. For question 2, ask students to think about why Iyer describes the man and woman as *kin*.

7.13 Play Part 3 of the TED Talk. Have students discuss in pairs before checking answers as a class.

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 3 include *ache*, *exhilarating*, *kin*, and *unprecedented*.

- E CRITICAL THINKING** Give students time to discuss in pairs before eliciting a class discussion on the question as well as the ones in D. Note that Iyer feels that the changes happening to the world's countries and cultures because of migrants is a positive thing, which is the same attitude of the author of the reading passage.

Language Note

Part 1

When Iyer says that he does not look like *classic English heroes*, he is saying that his appearance does not match the Caucasian characters in the books he read in school.

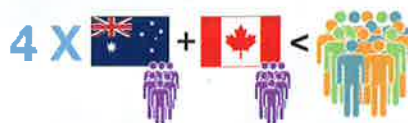
The *pink card* is his resident card in the United States.

Part 2

The term *sweetheart* is a name of affection for someone we love.

Iyer has coined the phrase *floating tribe* to describe people who do not stay in the country they were born in.

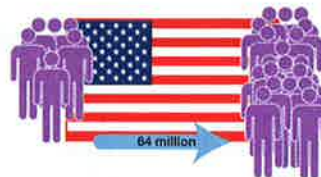
- C 7.12** Watch Part 2 of the TED Talk. Pico Iyer describes the "floating tribe" (people who live in countries not their own) in two ways. Check (✓) the diagrams that best illustrate what he says.



The number of people in the floating tribe is more than 4 times the total population size of Canada and Australia combined.



The population of the floating tribe is smaller than Canada's population.



The population of the United States has increased by 64 million.



If the floating tribe were a nation, it would be the fifth-largest in the world.



5th largest nation

- D 7.13** Watch Part 3 of the TED Talk. Discuss these questions with a partner.

- What is Pico Iyer's attitude toward the people belonging to the floating tribe? Give examples from his talk to explain your answer. Pico Iyer has a positive attitude toward the people in the floating tribe. He mentions the many possibilities that the age of movement brings. He also says that the mixing of cultures and places is wonderful.
- Why does Pico Iyer think the young man and the young woman he describes in his talk probably have a lot in common? As both of them have multicultural backgrounds, they may have had many similar life experiences, which someone from a single cultural background may not have.

CRITICAL THINKING

Synthesizing Work with a partner. How do Pico Iyer's opinions compare with the author's opinions on pages 94–95? Do they have anything in common? *Answers will vary.*

VOCABULARY IN CONTEXT

- A 7.14** Watch the excerpts from the TED Talk. Choose the correct meaning of the words. 1: a, 2: c, 3: b, 4: b, 5: a

- B** Complete the sentences using the expressions in the box. Two are extra.

earned the right to tribe unimaginable exhilarating blend of

- New York City is a diverse place with a(n) blend of ethnicities.
- The Internet has resulted in new methods of learning and communication that were previously unimaginable.
- Visiting culturally diverse places can lead to exhilarating new experiences.

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A *nation-state* is a country under its own rule.

Part 3

Something that is *evolving* is changing slowly, generally for the better.

Something that is *exhilarating* is exciting and inspiring.

Traditionally, *kin* means blood relative, but the word is also used to refer to someone to whom you feel a connection.

Something that is *unprecedented* has never been seen before.

VOCABULARY IN CONTEXT

- A 7.14** Play the video. If necessary, play it again.

Read the questions aloud. Have students work in pairs to share answers. Check answers as a class.

- B** Ask students comprehension questions related to the TED Talk using the vocabulary words. For example:

In what countries did Iyer feel that on one level he fit in, and on another, he was alien? (India, England, United States, Japan)

PRESENTATION SKILLS Using stories to personalize your message

Stories are powerful ways to personalize your message and illustrate your points. You can use both real and fictional stories.

A ▶ **7.15** Watch part of Pico Iyer's TED Talk. Why does he tell this story?

- a to describe the people he was close to
- b** to show how different he felt from his classmates
- c to explain why he wanted to be different from his classmates

B Match the TED speakers below to the stories that they told.

- | | | | |
|---------------------|---|---|---|
| 1 Kenneth Shinozuka | ○ | ○ | teaching a class of engineering students |
| 2 Haas and Hahn | ○ | ○ | seeing a family member wander around at night |
| 3 Melissa Marshall | ○ | ○ | going to Vila Cruzeiro |

C Why do the TED speakers in B tell those stories? What points are they trying to make?

- Kenneth Shinozuka uses the story to talk about how he got the idea for his invention.
 Haas and Hahn use the story to talk about why they were in Rio de Janeiro.
 Melissa Marshall uses the story to talk about how she realized the importance of communication.

Brooklyn Bridge in New York City. New York is one of the most culturally diverse cities in the United States.



PRESENTATION SKILLS

A Read the Presentation Skills paragraph **Using stories to personalize your message** aloud. Explain that a true story is called an *anecdote*.

Have students read along as they watch.

▶ **7.15** Play the video. Check answers as a class. Elicit other phrases that work for indicating that a story is fiction. Possibilities include: *Imagine that ...*, *Let's pretend that ...*, and *Here's a story for you*.

Skill Note

Using a story is another way to engage the audience and help them visualize the situation or topic that you are discussing.

The story can be a personal one about your life, or it could be an imagined one to give an example. Iyer uses both types in his talk. He speaks freely about his own life and then also offers examples of other similar people who come from mixed backgrounds and have lived in different places.

Note that a story can be simple, but it should be somewhat descriptive with characters, a setting, and a plot. Iyer's stories are not complicated, and sometimes they are only one sentence long. Yet he easily sets the scenes with simple, yet specific word choice. We can see him as a student in England, or at the dentist in America, or somewhere in Japan. His description of the half-Korean, half-German woman meeting the half-Thai, half-Scottish man is a scene we can imagine. And we can picture the young daughter of theirs writing about her life.

B Have students preview the task. Tell students to use what they remember of each TED Talk to identify the correct story.

Check answers as a class. Elicit a description of each story in students' own words.

C Read the questions aloud. Have students work in small groups to discuss each of the stories. Tell students to share what they remember of each story first, and then talk about its meaning and relevance for the speaker's overall message. Ask students to also discuss whether they think the stories helped keep the audience engaged in each case.

After students discuss, elicit a class discussion. Ask for volunteers to share some points that their group discussed.

➔ **EXTENSION ACTIVITY** Have students work in pairs to write a story about two people from the floating tribe meeting somewhere in the world. Tell students that their stories should describe the characters, set the scene, and offer a plot, but that the stories don't necessarily have to be very long. Point out that the audience should stay engaged throughout. Have pairs read their stories to the class.

A sense of identity

LESSON OVERVIEW

Aims: Take a survey and discuss thoughts and opinions on identity; write about personal sense of identity

COMMUNICATE

A Explain that students are going to consider their own sense of identity more deeply, as Iyer did in his talk. Tell them to work individually to complete the chart. Make sure that they understand to give a ranking of how important each point is to their individual sense of self, with 1 being not important and 5 being very important. Remind students that their answers will be individualized based on their own feelings and experiences. Tell students to add at least one idea of their own. Encourage them to add a few more, if possible.

B Give students time to write some notes about their reasons for their rankings. Divide the class into small groups. Ask members to go over each point and share their rankings and their reasoning. Point out that students will hopefully have different opinions, as this will make their discussions lively and interesting. Encourage them to use personal stories to explain further. Remind students of some useful phrases for discussing opinions and beliefs:

*I would say that ...; In my view, ...;
I think the best part is ...; I think ...
because ...; I agree. / I don't agree;
I agree, but I also think ...; Generally,
I prefer ...; I usually try to ...;
I tend to*

C After groups discuss, ask each group member to decide what factors they think are the three most important. Ask them to share these with the class and give reasons. Tell groups that each member should speak when presenting their ideas to the class.

A sense of identity

COMMUNICATE A survey on identity Answers will vary.

A What factors below do you think are important in giving you your sense of identity? Add your own idea and circle the level of importance.

Factors	Level of importance				
	1 = not important				5 = very important
1 Where you were born	1	2	3	4	5
2 What language(s) you speak	1	2	3	4	5
3 Where you grew up	1	2	3	4	5
4 What culture(s) you are familiar with	1	2	3	4	5
5 Where you live now	1	2	3	4	5
6 Where your closest friends are from	1	2	3	4	5
7 Where your parents were born	1	2	3	4	5
8 What your job is	1	2	3	4	5
9 Where you spend most of your time	1	2	3	4	5
10 Your idea: _____	1	2	3	4	5

B Work in groups. Compare your ideas and create a list ranking the factors in A.

Making comparisons

... isn't as important as ...

... probably has a bigger impact on ...

... definitely has a stronger influence on ... I think that ... doesn't matter as much.

For me, where I was born is ...

I don't think that ... is so important to me.

C Tell the class about your group's top three factors and explain why you think they are the most important.

WRITING Writing a reflection Answers will vary.

Look at the results above. Write one to two paragraphs on what you think about them and why you think they turned out this way.

My group's results showed that where people spent most of their time was a very important factor in forming their sense of identity. I think that makes sense because it's where you become familiar with the people and culture ...

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WRITING

Have students preview the task. Read the example paragraph aloud. Make sure students understand that they should write about their own beliefs and feelings in regard to their sense of identity. Tell them to build off the discussion that they had in **Communicate**. Ask students to give specific examples and to include stories from their lives in their writing.

EXTENSION ACTIVITY Have

students share what they wrote with their classmates via an online forum. Ask them to start an online discussion thread about identity where they can respond to each other's comments and ideas, and make comparisons with their own sense of identity and definition of *home*.



Participants of the Cape Town Minstrels Carnival in South Africa


8 Transportation Solutions

8

Transportation Solutions

WARM UP


Have students look over the picture, caption, and quote on the page. Read the quote aloud. Note that the quote will not be heard in the clip.

 **8.1** Play the preview clip of the TED Talk.

For question 1, elicit any details about the machine that Dastoor describes in the video clip (*electric vehicle, weighs less than a bicycle, you can carry anywhere, can charge in 15 minutes, runs for a long distance on little electricity*). Have the class brainstorm some possible ideas for the type of vehicle he is describing. Draw their attention to the quote on the page. Write their ideas on the board.

For question 2, have students work in pairs. Give them a few minutes to look through the unit. Then elicit the names of vehicles in the unit and write them on the board next to students' ideas from question 1. (Note that the answer to question 1 is in the **Lesson D** title.)

Forms of transportation in the unit include: *buses, trains, cars, motorbikes, bicycles, the subway, planes, taxis, boats, the Hyperloop, space shuttles, driverless cars, electric vehicles, the WalkCar, jetpacks, and skateboards.*

 **EXTENSION ACTIVITY** Ask students to choose a vehicle that they would like to try. Tell them to explain to a partner why they want to try out that vehicle. Ask them to talk about how it might change their daily life.




Sanjay Dastoor
Roboticist, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about the future of transportation.
- read about some innovative commuting options.
- watch a TED Talk about an eco-friendly way of getting around town.

WARM UP

 **8.1** Watch part of Sanjay Dastoor's TED Talk. Answer the questions with a partner.

- 1 What kind of vehicle do you think the speaker is talking about? *Answers will vary.*
- 2 Look through the unit. What types of transportation do you see? *Answers will vary.*

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UNIT GOALS

In this unit, students will read, watch, and discuss about how technology could improve transportation. From electric skateboards to driverless cars, how we get around is likely to change a lot in the coming years. Students will learn language to talk about the evolution of transportation, and by the end of unit, they will be able to make predictions and make comparisons about products that may transform our daily lives.

TED Speaker

Roboticist Sanjay Dastoor's company Boosted Boards builds electric skateboards.

TED Talk Summary

Dastoor hopes to change our idea of what a vehicle is by introducing a new, lightweight form of transportation. He shows the audience how his simple skateboards can make commuting easy, while helping the environment.

Idea Worth Spreading

We can use what's already engineered and available to create new ways to get around that are easy to use and good for the environment.

8A

Daily commutes

LESSON OVERVIEW

Aims: Learn verbs for talking about getting around; listen to a description of someone's daily commute; practice talking about travel routines

Target vocabulary: drive, get in, get off, get on, ride, take

VOCABULARY

- A** Have students work individually to match the verbs and objects. Check answers as a class. Elicit example sentences for each. Draw students' attention to the verbs and objects that cannot be used together and the ones that are not typically used together.
- B** Have students work individually to write their answers. Check answers as a class.
- C** Read the questions aloud. Have students work in pairs. Model the conversation with a volunteer. Point out that they will use expressions of frequency in their answers. Note that these will be reviewed in **Listening**. Tell students to think about their daily commutes. If time permits, ask students to also talk about the various options on their commutes and to explain which is their favorite and why.

Language Note

We *get in* and *get out of* a car or taxi, but we don't *get on* or *get off* one. We can, however, *get a ride in* a car or taxi.

The only person who can *drive* a train is the conductor. A pilot does not *drive* a plane but *flies* it. In both cases, the phrase *operate the controls of* can also be used.



8A Daily commutes

VOCABULARY Describing modes of transportation

A Check (✓) the words that are normally used with the types of transportation.

	ride	get on	get in	get off	take	drive
a bus	✓	✓		✓	✓	✓
a train	✓	✓		✓	✓	✓
a car			✓			✓
a motorbike or bicycle	✓	✓		✓		
the subway	✓	✓		✓	✓	
a plane		✓		✓	✓	
a taxi			✓		✓	✓

B Complete the sentences using the words in the chart above.

- I ride my bicycle to work every day.
- I sometimes get off the bus two stops early and walk the rest of the way home.
- The train was so packed this morning that I couldn't get on. I had to wait for the next one.
- When I'm in a hurry, I usually take a taxi to work.

C Work with a partner. Which of the modes of transportation in A do you use? How often do you use them and where do you go? *Answers will vary.*

My dad drives me to school sometimes.

I usually take the subway to go from my home to college.

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The verb *cycle* can also be used for *ride a bicycle*. A person *gets on* and *gets off* a bicycle.

The verbs *ride* and *take* can be used interchangeably when referring to a bus, train, or subway. For example, a commuter *takes the subway* or *rides the subway*. Both mean the same thing.

While *ride* is also used to talk about being in a car, with cars that are taxis the verb *take* is used.

Note that with adverbs of frequency, the most common sentence or clause structure is subject + verb + adverb of frequency + object. Examples of adverbs of frequency include *always*, *almost always*, *usually*, *often*, *generally*, *sometimes*, *occasionally*, *rarely*, *hardly ever*, *almost never*, and *never*.

Other expressions for frequency include giving the number of times you do something: *every year*, *once a week*, *twice a day*, and so forth.

LISTENING An unusual commute

Listening for frequency

We talk about our routines by using words expressing frequency.

Every morning, I ... I run ... times a week. After I get up, I usually ...

- A** **8.2** Cyril Burgulere has an unusual commute. Watch and discuss with a partner why he chose this type of commute.

He wanted more SUP practice time.

- B** **8.2** Watch again. What does Burgulere enjoy most about his commute?

- ☒ being able to work out every morning
- ☐ saving time on commuting
- ☒ being close to nature
- ☐ meeting new people on his journey

- C CRITICAL THINKING** Answers will vary.

Reflecting Work with a partner. How would you like to travel to school or work? Why?

Cyril Burgulere paddling down the Willamette River in Portland, Oregon



SPEAKING Talking about your daily routine

- A** **8.3** How do the speakers get to work?

Speaker A drives to work.

Speaker B walks and takes a bus and a train.

A: Hey, you just moved to a new apartment, right? How do you get to work now?

B: It's quite complicated. I have to walk, take a bus to the train station, then take a train. Before this, I just walked a few minutes and then took a bus.

A: Wow! How long does it take for you to get to the office?

B: It takes over an hour. More sometimes. You have a short commute, don't you?

A: I drive, so it takes me about 20 minutes door to door, unless I'm stuck in traffic.

B: Have you ever thought about cycling to work?

A: That sounds pretty fun, but it would take an hour at least.

B: But it would be a great workout!

- B** Practice the conversation with a partner.

- C** Work with a partner. Describe your travel routines. What do you like or dislike about your commute? Use the expressions in blue above to help you. Answers will vary.

Most of the time, I go to school by bus because it's really convenient.

I like walking to school. I get to ...

SPEAKING

- A** Ask students to read along as they listen/watch.

- 8.3** Play the audio/video. Check answers as a class.

Elicit the answers to the following questions:

How long does it take the speakers to get to work now? (A: 20 minutes; B: over an hour)

Which is easier, the commute from the old apartment or the new apartment? (the old apartment)

Why doesn't Speaker A want to cycle to work? (It will take too long.)

- B** Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try their own ideas for the words in blue.

- + SUPPORT** Play the audio/video again, pausing after each sentence so students can repeat. Elicit ideas for alternative language for the words in blue.

- C** Have students work with a different partner than in B. Tell students to explain how they typically commute now, using expressions of frequency. Ask students to give reasons for what they like or don't like about their commutes. Tell students to share how they would change their commute if they could. Encourage partners to ask questions to find out more details.

Ask for volunteers to share with the class some points they talked about.

- + SUPPORT** Elicit or introduce possible opening questions for the conversation. Write them on the board along with the other questions from A. How do you commute? How do you get to school/work every day? Do you use more than one form of transportation on your commute?

LISTENING

- A** Read **Listening for frequency** aloud as students read along. Elicit a review of adverbs of frequency as well as other frequency expressions.

Point out that it's common to talk about frequency when describing our commutes because commuting is a regular habit. Have students preview the task.

- 8.2** Play the audio/video. Check answers as a class. Ask questions to elicit some details about the video: How does Cyril get to work? (stand up

paddle board, or SUP) How far does he paddle to work? (four kilometers) What kind of animal did he get close to on his commute? (a sea lion)

- B** Have students preview the task.

- 8.2** Play the audio/video again. Have students check answers in pairs and stay in those pairs for the discussion in C.

- C CRITICAL THINKING** Read the question aloud. Tell students to imagine how they would travel to school or work if they could use any form of transportation. Encourage

The future of transportation

LESSON OVERVIEW

Aims: Read an infographic that predicts future transportation methods; use language for making predictions; talk about how travel may change in the future

Infographic Summary: The Infographic shares a number of ways technology is going to make transportation and commuting more exciting, from driverless cars on the ground to airships and trains in the sky. And for vacations, a quick trip into space might be possible as early as 2030.

LANGUAGE FOCUS

- A** ▶ **8.4** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Read the questions aloud. Ask students to choose which form of transportation they think they will be using in the next 20 years. Then have students compare their predictions with a partner. Encourage them to also talk about what current transportation will no longer exist in 20 years.

- B** Read the question aloud and tell students to listen for the answers.

▶ **8.5** Play the audio/video to check answers in pairs. Elicit more details about the conversation. Ask the following: *When will space vacations be possible? (2030) How much might a space travel ticket cost? (\$250,000)*

- C** Have students read over the language chart for **Making predictions**.

▶ **8.6** Play the audio/video.

Remind students that they studied *will* and *going to* for making predictions in Unit 2. Go over the meaning and use of *will* versus *might* when making predictions. Direct students to page 188 for more information.

The future of transportation

LANGUAGE FOCUS Making travel predictions

- A** ▶ **8.4** Read the information. What kinds of transportation do you think we will have in the future? How do you think current modes of transportation will change? *Answers will vary.*

TRANSPORTATION IN THE FUTURE

Here are some ways we may be able to get around in the future.

AIR TRAVEL

By 2050, we might be able to travel between London and Sydney in under three hours, using planes that travel outside Earth's atmosphere.

EXPLORING SPACE

By 2030, ultra-luxury travelers might be able to travel into space for vacations.

DRIVERLESS CARS

By 2020, fully autonomous cars will be on the roads in some countries, allowing everyone to be a passenger.

HYPERLOOP

By 2020, people might be traveling between Los Angeles and Las Vegas in a high-speed pod powered by air pressure. The journey will take only about 30 minutes—less time than traveling by plane.

SKYTRAN

With more traffic congestion on the roads, more transportation will take to the air. SkyTran is one solution, where people travel in pods along rails in the air.

GIANT AIRSHIPS

By 2100, there might be giant airships carrying goods and taking passengers on cruises around the world.

- B** ▶ **8.5** Listen to the conversation. What are some pros and cons of space travel that the speakers mention? Discuss with a partner. *Pros: amazing views of Earth; being able to float in space*
Cons: risky; tickets won't be cheap

- C** ▶ **8.6** Watch and study the language in the chart.

Making predictions

Global car ownership **will** rise to 2.5 billion by 2050.
If the Hyperloop is built, it **will** definitely transform how we travel.
Tickets for space travel certainly **won't** be cheap.

Driverless cars **might** help make driving safer.
People **might** be able to take vacations in space by 2030.
Electric vehicles **might not** be as fast as fuel-powered cars, but they are better for the environment.

For more information on **will** and **might**, see Grammar Summary 8 on page 188.

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Grammar Note

Note that the language in the chart focuses on making predictions about the future, which means the events are not decided. Both *will* and *might*, as well as *going to*, can be used for this purpose of talking about what might happen in the future.

When making predictions, the verbs *will* and *going to* can be used interchangeably. Both show a high degree of certainty about the prediction being talked about.

The verb *might* is useful when talking about something with a lesser degree of possibility than with *will* or *going to*. Note that *may* can also be used to express possibility.

P 8.5 Listen to the conversation in B again. Complete the sentences from the conversation.

- "I read that by 2030, people will probably be able to take their vacations in space."
- "But they will be doing test flights for the next few years."
- "One day, we all might be able to go into space on day trips!"

E 8.7 Complete the information. Circle the correct words. Then listen and check your answers.

Companies and college students are testing ways to move people between cities by shooting them through giant tubes. This sounds like a concept from a sci-fi movie, but if the Hyperloop is built, people are traveling / will be able to travel from Los Angeles to San Francisco (about 600 kilometers) in half an hour. There's also a possibility that it might be cheaper / is cheaper than rail travel.

A group of students at the Massachusetts Institute of Technology (MIT) is attempting to build the Hyperloop. John Mayo, project manager of the MIT Hyperloop Team, believes / might believe that some kind of Hyperloop—whether for transporting goods or passengers—will be a reality someday. He thinks engineers can figure out how to make it work. The real challenge, he says, was / will be whether it can be built cheaply enough and get government approval.



Visitors at a Hyperloop test site in Las Vegas

F Complete the sentences using the correct form of the words in parentheses with *will* or *might*.

- There will certainly be (be) more electric vehicles on the roads in the next ten years.
- As people buy more cars, there will be (be) more congestion on the roads.
- It's not certain, but the development of high-speed rail might encourage (encourage) passengers to take the train instead of flying or driving.

SPEAKING Changes in global travel

Work in groups. Imagine what global travel will look like in the future. Write your predictions in the chart. Describe your predictions to the class. *Answers will vary.*

In ...	Predictions
5 years	
20 years	
50 years	
100 years	

In 20 years, I think we'll have cars that can fly. These flying cars will be driverless.

Within the next 50 years, people might be able to take day trips to space.

F Have students work individually. Explain that students should think about degrees of certainty and/or possibility when deciding between *will* and *might*. Tell them to refer to the language chart for support if necessary. Check answers as a class.

SPEAKING

Divide the class into small groups. Explain that groups should brainstorm a number of different predictions. Tell groups that each member will present one prediction to the class. Remind students to review the language chart on page 104 to support their descriptions. Model the example sentences with a volunteer. Encourage students to use some of the presentation skills they've learned so far in the textbook while presenting their predictions to the class. If time permits, have the class vote on their favorite predictions for travel in each future time period.

EXTENSION ACTIVITY Have students find out more about Virgin Galactic or the Hyperloop. Ask them to work in pairs or small groups to find out what's happening with either project now. Give them time to read about the projects online and get an update. Then have the Virgin Galactic groups give an update to the Hyperloop groups and vice versa. Note that Virgin Galactic CEO Richard Branson is the TED speaker for Unit 11.

D Have students preview the task.

8.5 Play the audio/video. Check answers as a class. Ask students to raise their hands if they'd like to take a trip to space.

E Review the examples in the language chart. Have students work individually.

8.7 Play the audio/video to check answers.

Elicit a summary of the content. Ask students to describe the Hyperloop and its use.

Unique commutes

LESSON OVERVIEW

Aims: Read and comprehend an article about alternative ways of commuting; understand main ideas and details

Target Vocabulary: alternative, charge, guarantee, pedestrian, portable

Reading Summary: The way we commute is likely to change in the coming years, and a number of new gadgets are already using technology to allow us to get around in fun and interesting ways. First, a single-wheeled electric scooter is introduced for those with short commutes. The next mode of transportation is a lightweight skating device that can fit in your backpack and go 12 kilometers on a single charge. Finally, there are jetpacks that allow people to travel up to 50 kilometers. Each transportation device brings a new experience and shows how commuting might get a whole lot more interesting in the future.

PRE-READING

Have students preview the task. Give them less than one minute to scan the article to find the information. If necessary, use the activity as an opportunity to explain the difference between scanning and skimming.

Check answers as a class. Elicit where in the passage students found the information.

Unique commutes

PRE-READING Scanning

Scan the article. Name an example of each type of commute.

Land: electric bike or scooter / RYNO / WalkCar

Water: Water jetpack

Air: Martin Jetpack

8.8

How do you get to school or work? For millions of people sitting in a traffic jam or standing on a crowded train, the daily commute probably isn't the best part of their day. But cars and trains aren't the only travel options. Here are some fun **alternative** modes of transportation you could consider.

ELECTRIC VEHICLES

For those who have a relatively short commute, you could consider getting an electric bike or scooter. An electric scooter has the advantage of being highly **portable**: small, and weighing around 20 kilograms—light enough to carry to the office and store under your desk. You'll just need to check if they are legal¹ in your area.

If you want a device straight out of a sci-fi movie, then you might consider a single-wheel electric scooter. One option is the RYNO, which is designed to be safe for use among **pedestrians**. At about 72 kilograms, the RYNO is less than half the weight of an average motorcycle. Its maximum speed is about the speed of a bicycle. And like other electric bikes and scooters, it can be **charged** anywhere.

WALKCAR

Can you imagine carrying your own transportation in your bag? If you want transportation for short distances—perhaps to get from home to the train station—the ultraportable WalkCar might be perfect for you. The WalkCar looks like a laptop and only weighs three kilograms—small and light enough to

carry in a normal laptop bag. It's also incredibly easy to use—stand on it and it will start to move; move your weight to one side and it will change direction. The WalkCar will take you at a speed of up to 10 kilometers per hour and can travel 12 kilometers on one charge.

JETPACKS

If money is not an issue, how about a James Bond-style commute by personal jetpack?

Weighing around 200 kilograms, jetpacks aren't exactly portable, but they're **guaranteed** to be a lot of fun and attract a lot of attention. Running on fuel, the jet engines allow the user to lift off the ground and fly in the air.

Personal water jetpacks are ideal for commutes on water of up to 50 kilometers. A hose² on your jetpack takes in water and releases it at high pressure to lift you up. You'll be able to fly up to 9 meters high, walk on water, or even dive as you travel to work.

Finally, for those who prefer staying dry on your commute, you can also fly on a traditional jetpack. One of the world's first practical jetpacks is the Martin Jetpack. Like the water jetpack, it's powered by fuel. Once you've strapped this tiny personal jet plane onto your back, you'll be able to travel up to 50 kilometers at a height of 1,000 meters. With a price tag of about \$150,000, this is probably the most expensive option, but it will almost certainly be the coolest!

¹ legal: adj. allowed by law

² hose: n. a long tube that allows water or gas to flow through

Skill Note

Scanning involves reading quickly for specific information, whereas skimming is done to get a main idea. With scanning, students should look for words that will help them find the information that they need. For example, if they're looking for a statistic, they should scan the content quickly looking

only for numbers. While scanning, students should stop when they come to information that they think is relevant to what they are searching for, and then read more carefully. In the reading passage, students should be looking for names of gadgets that involve land, water, and air. Note that subheadings can also be a shortcut for finding relevant information while scanning longer articles.



Dean O'Malley, President of Jetpack America, flying on a water jetpack in Newport Beach, California

Language Note

Something that is described as *alternative* (line 6) is another option to something. The adjective is often used to talk about things that are not considered to be mainstream and are somewhat unique.

The adverb *relatively* (line 9) means comparatively; however, when used to make a general comparison, it is similar to *somewhat*.

The adverb *highly* (line 12) is a synonym for *extremely*. Both the terms *highly portable* and *ultraportable* (line 29) are used in the passage to mean something that is extremely easy to carry around.

The verb *charge* (line 23) refers to giving energy to the battery that stores electrical energy for devices, such as a cell phone or an electric bike.

When something *is not an issue* (line 39), it is not an obstacle or a problem. In the reading passage, the author uses the phrase *If money is not an issue* to point out that if you can afford it, the jetpack is a fun choice.

EXTENSION ACTIVITY Have students work in pairs to guess more details about each transportation device. Tell them not to look at the article but to only use the information they have from the **Pre-reading** activity. Ask them to make predictions about how they think each new method of commuting might work. Then have them read the article to check their predictions.

Have students read the entire passage, either silently or while listening to the audio/video.

UNDERSTANDING MAIN IDEAS

8.8 Play the audio/video if necessary. Have students work individually. Elicit the line in the passage where students found the main idea. Note that the sentence in lines 6–7 clearly states the purpose of the article: *Here are some fun alternative modes of transportation you could consider.*

+ SUPPORT Play the audio/video again. Stop the audio/video to explain any unfamiliar terms.

UNDERSTANDING DETAILS

Make sure students understand how to fill in a Venn diagram. Point out that any information that applies to both or all forms of transportation should be in the overlapping parts of the circles.

Check answers as a class. Elicit the lines in the reading passage where students found the information.

BUILDING VOCABULARY

A Have students work individually. Then have them check answers in pairs. Elicit additional example sentences using each word.

B CRITICAL THINKING Read the questions aloud as students read along. Have students work in pairs. For question 1, have students give reasons for their ideas. For question 2, elicit a class discussion to check answers. Draw a pros and cons concept map on the board.

Ask students which transportation they would most like to use for their own commutes every day. Get students to give reasons for their choices.

UNDERSTANDING MAIN IDEAS

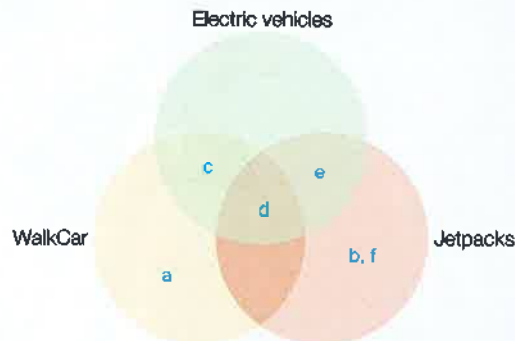
What is the main purpose of the passage? Choose the most suitable option.

- a to describe how some people are reducing their commuting times
- b to persuade commuters to change the way they travel to work or school
- c** to suggest some creative and fun ways of commuting

UNDERSTANDING DETAILS

Complete the Venn diagram using the information below.

- a can fit in a laptop bag
- b users are able to fly
- c rechargeable
- d suitable for personal commutes
- e weight: 20 kg and above
- f fuel is needed to power the machine



BUILDING VOCABULARY

A Complete the sentences using the correct form of the words in blue from the passage.

- 1 It's important to make personal transportation devices portable so people can take them everywhere they go.
- 2 Electric cars that can be easily charged are better for the environment.
- 3 We need to create alternative methods of transportation that are more environmentally friendly.
- 4 Driverless cars need to be tested to guarantee the safety of passengers, pedestrians, and other road users.

B CRITICAL THINKING

Evaluating Work with a partner. Discuss these questions. *Answers will vary.*

- 1 Which mode of transportation described in the passage would you recommend to people in your city? Why?
- 2 What do you think are the pros and cons of each type of transportation mentioned in the passage?

I'd definitely recommend the WalkCar. It seems really easy to carry around.

A lot of people in my city drive. I think an electric bike would be a more eco-friendly option.

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EXTENSION ACTIVITY Have students work individually to write an imaginary story about an experience of using one of the three devices in the reading passage to commute to school. Tell them to write about the experience. Encourage them to use the pro and con list that the class brainstormed in **Critical Thinking** for ideas. After students write, have them get in groups with others who chose the same method of transportation. Ask them to read their stories to each other.

A skateboard, with a boost

TED TALKS

SANJAY DASTOOR is the co-founder of Boosted Boards, a start-up that builds ultralight electric vehicles. Its aim is to create a highly portable and fun personal transportation device that anyone can use.

Sanjay Dastoor's idea worth spreading is that with a bit of creativity, you can turn an everyday object into a quick and eco-friendly way to get around the city.



A skateboard, with a boost

PREVIEWING

Give students enough time to read the introduction on Dastoor as well as the paragraph about the electric car. Note that while the paragraph content doesn't reveal the type of vehicle that Dastoor makes, the lesson title does.

Have students work individually to complete the meanings. Check answers as a class, eliciting sample sentences for each vocabulary word.

PREVIEWING

Read the paragraph below. Circle the correct meaning for each **bold** word (1–4). You will hear these words in the TED Talk.

The **concept** behind this lightweight electric car is to create a new form of **sustainable** transportation that is good for the environment. It runs entirely on electricity, and its small size makes it highly **maneuverable**. The car's batteries give great **performance**, taking it up to 160 kilometers on a single charge.

- 1 A concept is (an idea) / a type of machine.
- 2 Sustainable forms of energy (use up / don't use up) natural resources.
- 3 Something that is maneuverable is (easy / difficult) to move or direct.
- 4 The performance of an engine is (how heavy it is / how well it functions).



The Wheego electric car

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Content Note

Students will hear Dastoor share a lot of pros of his electric skateboard. Some possible cons include:

- 1 The board costs over \$1,000, which may not be affordable for some people.
- 2 The battery life isn't very long.
- 3 The board can't also be used as a manual skateboard.
- 4 It can't go over rocky or uneven surfaces well.
- 5 If it malfunctions, it may cause an accident.

LESSON OVERVIEW

Aims: Watch and understand a talk about the benefits of an electric skateboard; observe signposting

Target Vocabulary: concept, maneuverable, performance, sustainable

TED Talk Summary: Sanjay Dastoor introduces his company's electric skateboard by showing the simple technology that is used to make it. He asks the audience to recognize that

we have many more options today than we think we do when it comes to getting around. Technology is advancing in many fields and becoming more affordable, which is creating options for alternative vehicles that are better for the environment. Dastoor believes that efficient and environmental forms of transportation are possible as long as we open our minds and imaginations to both building and using them.

VIEWING

- A** Have students preview the task.

8.9 Play Part 1 of the TED Talk. Check answers as a class.

Note that all the information students need is said in the first sentence. If necessary, play Part 1 again to support comprehension. Then check answers as a class. Ask students some questions that require students to make an inference:

What kind of vehicle is Dastoor NOT making? (car, motorcycle, bicycle)

What city does Dastoor probably live in? (San Francisco)

Why did Dastoor explain that his parts are from a toy store? (to show that the parts are available, accessible, affordable, and use current technology)

Who is the "we" that Dastoor constantly refers to? (his team)

- B** Have students preview the task.

8.9 Play Part 1 of the TED Talk again. Have students check answers in pairs.

If time permits, have pairs draw a picture of what they think the electric skateboard is going to look like before they watch Part 2. Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *outlet*, *novel*, and *component*.

- C** Have students preview the task. Tell them to listen and watch carefully for details about the electric skateboard.

8.10 Play Part 2 of the TED Talk. Check answers as a class. Ask students to raise their hands if they'd like to try the electric skateboard.

Write on the board: *It also reduces the (carbon) footprint of your energy use in terms of your transportation.*

Elicit the meaning of the quote. If necessary, explain *carbon footprint* in regard to the environment.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *hand-held*, *acceleration*, and *compelling*.

VIEWING

- A** **8.9** Watch Part 1 of the TED Talk. Complete the information about Dastoor's electric vehicle.

	Electric skateboard
Charge time (minutes)	15
Cost per 1,000 km (\$)	1
Top speed (km/h)	30
Range (km)	10

- B** **8.9** Watch Part 1 of the TED Talk again. Circle the correct words.

- Dastoor and his team got some of the components from a toy store / car repair workshop).
- Parts of the skateboard were built with materials from electric bicycles / remote control airplanes).
- The skateboard is suitable / unsuitable for San Francisco's hilly terrain.

- C** **8.10** Watch Part 2 of the TED Talk. Check (✓) the benefits of the skateboard Dastoor mentions.

The skateboard _____.

- | | |
|--|--|
| <input checked="" type="checkbox"/> is simple to control | <input checked="" type="checkbox"/> uses much less energy than a car |
| <input checked="" type="checkbox"/> is portable | <input checked="" type="checkbox"/> charges quickly |
| <input type="checkbox"/> uses solar-powered batteries | <input checked="" type="checkbox"/> is cheap to build |

- D CRITICAL THINKING** Answers will vary.

Evaluating Work with a partner. What disadvantages might there be in using an electric skateboard? Do you think the skateboard is suitable for your city? Why or why not?

VOCABULARY IN CONTEXT

- A** **8.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: c, 2: a, 3: a, 4: b

- B** Complete the sentences with the words from the box.

novel interact leaving them with carbon footprint

- We can reduce our carbon footprint by walking or taking public transportation.
- Every year, we see novel ideas about what transportation in the future may look like.
- Have your audience think about your presentation by leaving them with a quote or question.
- As machines become more intelligent, we will be able to interact with them in different ways.

- C** Work with a partner. Have you seen any novel ideas of transportation that you would like to use? Where did you see them? Answers will vary.

I've seen people riding on electric unicycles. There's no seat or handle, but the unicycle is able to balance itself. I'd like to try it!

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- D CRITICAL THINKING** Ask students to brainstorm a list of pros and cons for the electric skateboard. If time permits, let students go online to learn more about the skateboard.

Have pairs present to the class some positive and negative points about the board. See **Content Note** on page 109 for some possible drawbacks.

VOCABULARY IN CONTEXT

- A** **8.11** Play the video. If necessary, play it again.

- B** Have students work individually. Check answers as a class.

For item 1, elicit ways that people can reduce their carbon footprint.

- C** Have students work in pairs. Read the questions aloud. After pairs discuss, ask for volunteers to share any stories they have about novel transportation.

PRESENTATION SKILLS Signposting

Signposting means giving your audience directions about what you are going to say. You can do this at different stages of your presentation. Examples of signposting language include:

Starting

Today, I'd like to talk about ...

Today, we're going to look at ...

Concluding

So I'll leave you with / I'd like to finish by ...

So, in summary / to summarize ...

I want to summarize with ...

Moving on

So now I'm going to show you ...

So now let's look at / move on to ...

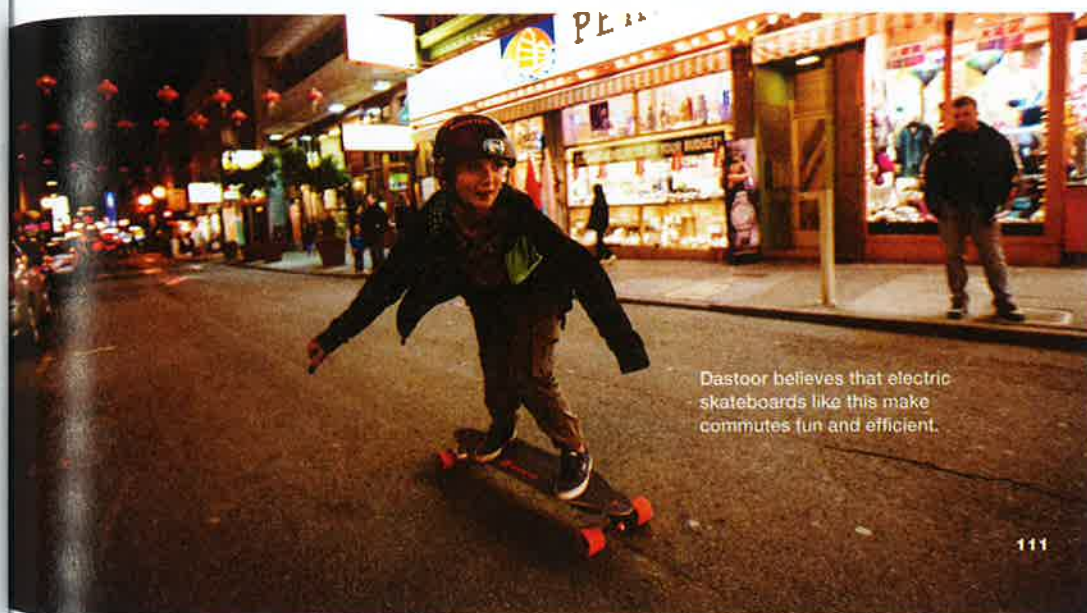
- A** ▶ **8.12** Watch part of Sanjay Dastoor's TED Talk. Complete the signposting expressions that he uses. Then match them to their purpose.

- "Today, I'm going to show you an electric vehicle ..."
- "So we built something. I've got some of the pieces ..."
- "So I'll leave you with one of the most compelling facts ..."



- B** ▶ **8.13** Watch the excerpts from two other TED Talks. Complete the signposting expressions that the speakers use. What do the speakers use them for?

- "So now I'd like to perform a demonstration of this sock."
- "And because the engineers I've worked with have taught me to become really in touch with my inner nerd, I want to summarize with an equation."



Dastoor believes that electric skateboards like this make commutes fun and efficient.

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Language Note

Part 1

When Dastoor uses the phrase *wall outlet*, he is referring to the socket that appliances are plugged into for an electrical current.

The adjective *novel* describes something that is new and unique. The parts of a mechanical item are called *components*.

Part 2

A *hand-held* device is literally small enough to be held in your hand. *Acceleration* refers to speed, and more specifically to an increase in speed. Something that is described as *compelling* is interesting and often inspiring.

In environmental terms, a person's *footprint* refers to how much environmental damage, or negative impact, is caused due to daily activities, such as, how much garbage we create or how much water we waste. Your *carbon footprint* refers to the amount of greenhouse gases, or carbon emissions, that are released as a result of your activities. Transportation contributes to a large amount of carbon emissions, which is why changing how we commute can have such a positive impact on our carbon footprints and greatly benefit the environment.

PRESENTATION SKILLS

- A** Read the Presentation Skills paragraph on **Signposting** aloud. Explain that a signpost is a clear statement about the speaker's intention. Note that Dastoor does this throughout his presentation. Go over each of the examples in the box.

▶ **8.12** Play the video. Check answers as a class. Elicit other phrases that work in each case. Possibilities include: *I'm going to show you ...*; *I'm going to introduce ...*; *I want you to see ...*; *We're going to show you ...*; *I'd like to end my talk with ...*

- B** ▶ **8.13** Play the video. Check answers as a class. Note that Shinozuka (Unit 3) uses signposting to indicate that he is going to give a demonstration, while Marshall (Unit 6) uses it to indicate that she is going to summarize her talk.

A new way to travel

LESSON OVERVIEW

Aims: Present an idea for an invention to the class; use persuasive language; make a poster

COMMUNICATE

- A** Suggest that groups make a list of the ways they commute. Then ask them to think about how to make their commutes better considering the ideas listed in the box.

Note that there will be different markets for different types of transportation. Tell students to identify which group their invention will help the most.

- B** Explain that students should propose something that others will want to invest in the development of, so they have to make their idea sound like a useful and marketable product. Draw students' attention to the three points that they should outline clearly in their proposal: who it is for, how it is used, and how the user will benefit.

- C** Give groups time to practice their presentations. Go over the expressions in **Persuasive language**. If necessary, write on the board some examples of persuasive language and language for explaining: *Our invention is ...; You just ...; It tells you ...; It can help you ...*

Remind students that while listening, they have to think about whether they would want to give money to support each idea or not. Encourage the "investors" to respond with questions and/or feedback about the idea afterwards. If necessary, review language that they've learned so far to offer opinions: *I would say that ...; In my view, ...; I think the best part is ...*

If time permits, have the class hold a "meeting of investors." Ask students to discuss their favorite inventions. Take a class vote and announce the winner.

A new way to travel

COMMUNICATE **Inventing a transportation device** Answers will vary.

- A** Work in groups. Brainstorm ideas for a new type of personal transportation. Think about who your invention will help the most, what people will be able to do with it, and how they will benefit.
- B** In your group, prepare a short description of your invention. Below are some words/phrases to help you.

easy to use
lightweight
quick to charge

eco-friendly
remote-controlled
solar-powered

comfortable
cheap to run
uses smart technology

- C** Present your group's invention to the class and persuade them to invest in your idea. Use signposting phrases to organize your presentation.

Persuasive language

*With our creation, people no longer have to ...
... makes it much simpler for you to ...*

*We strongly believe that this can help ...
Our invention is better than ... because ...*

Our device is a type of bicycle that's designed for people who ...

The main advantage of our vehicle is ...

WRITING **Describing an invention** Answers will vary.

Create a poster describing your invention. Explain how it works and its benefits.

Our invention is mainly for people who have difficulty climbing the stairs.
All they have to do is attach this device to the handrail and ...



A rider pedaling the Shweeb, a human-powered monorail, in New Zealand

- ★ **CHALLENGE** Turn the "meeting" into a debate among investors. Have students challenge one another's votes and support their arguments with pros and cons about the products.

WRITING

Have students work individually to make their posters. Then have them compare their posters to the posters of other classmates. Explain that the posters should include an explanation of how the product works, its benefits, its cost, and any other relevant information.

Read the example aloud. Point out that in the example, the target market is named and an explanation of how the product works is given.

- ➡ **EXTENSION ACTIVITY** Have groups make a commercial for their products. Have groups perform their commercials for the class. Alternately, have students write a review for a product invented by another group. Ask them to use information from the presentations and posters to write reviews that include positive and negative points.

9 New Words

“... so when does a word like *defriend* become real?”



Anne Curzan
Language historian, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about language change and attitudes toward it.
- read about new English words and why language changes.
- watch a TED Talk about what makes a word real.

WARM UP

▶ **9.1** Watch part of Anne Curzan's TED Talk. Answer the questions with a partner.

- 1 Do you know what *defriend* means? *Answers will vary.*
- 2 Do you know any words that have become popular through social media? How did they become popular? *Answers will vary.*

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UNIT GOALS

In this unit, students will read, watch, and discuss about how language evolves, and explore different attitudes about word use. Students are asked to think about and discuss new words, changing meanings, and language choice. They will use *used to* to talk about past happenings and changes. By the end of the unit, students will be able to talk about slang, new words, and how both involve a sense of community and identity. Note that topics discussed and language taught in Unit 7 can be easily linked to some of the discussions.

TED Speaker

Anne Curzan is an English professor with a specialized area of interest in new words.

TED Talk Summary

Curzan talks about misconceptions in regard to language and new words in particular. She reminds the audience that a word is added to our lexicon when we start using it, not when dictionary editors decide to include it in their reference books.

Idea Worth Spreading

A word becomes part of language when a community understands and uses it.

9

New Words

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Write the word *defriend* on the board.

▶ **9.1** Play the preview clip of the TED Talk. Point out that Curzan is using a story to open her talk and communicate her first point.

For question 1, ask students to jot down their ideas about the meaning of *defriend* before sharing their thoughts with a partner. Elicit ideas. The verb *defriend* describes the act of removing someone from your friend list on a social media site like Facebook. The word *unfriend* is also sometimes used.

For question 2, have students discuss in pairs. Encourage them to offer opinions about how a word becomes popular. Note that some words have also gained a new meaning because of social media, such as *post*.

EXTENSION ACTIVITY

Have students work in pairs. Explain that many new words, and new meanings for words, have come about recently because of the Internet in general, in addition to social media sites. Have the class brainstorm a list of new language connected to the Internet. Write the words and phrases on the board in a concept map. Make sure to elicit the meaning and an example sentence with each word or phrase. Have students copy the concept map into their notebooks. Some common terms with new meanings in an online context include: *post, publish, click, link, chat, message, comment, tweet, rate, like, browser, page, tabs, inbox, homepage, profile page, feed, friend, button streaming, trending, social media, and news feed*.

Renewing language

LESSON OVERVIEW

Aims: Learn words for talking about language; listen to an English professor talk about language learning and slang; practice talking about new words

Target Vocabulary: accepted, degrade, slang, standard, usage

VOCABULARY

- A** Have students work individually to read the paragraph and choose the definitions. Elicit any English slang words that students know. Point out that slang is more commonly used in speech as opposed to writing; however, there are many new written slang words used for texting on cell phones and messaging online.
- B** Have students work in pairs. Read the questions aloud. For question 1, ask students to give examples of slang or colloquial words they use with certain groups versus others. For examples, elicit some words that students cannot use with an older relative because it wouldn't be understood. Point out that for question 2, students' answers will be personal. If necessary, give students time to think about their answers before pairs start discussing.

Students hold up cards to form an emoji during a football match in Columbus, Ohio.



9A Renewing language

VOCABULARY Describing language

- A** Read the paragraph below. Match the words in **bold** to their definitions.

Language is constantly changing. The meaning and the **usage** of some words can change. When more and more people use a word in a certain way, it may become **accepted** as **standard** language. One way we can observe language change is to look at how **slang** words become popular. Some people worry that these changes may **degrade** the language, but other people argue that language change is a natural process.

- | | |
|------------|--|
| 1 usage | make worse |
| 2 accepted | informal language |
| 3 standard | allowed or approved |
| 4 slang | something that is widely regarded as a model |
| 5 degrade | the way something is done or treated |

- B** Work with a partner. Discuss these questions. *Answers will vary.*

- What groups of people do you use slang with? Do you use different kinds of slang when speaking with different groups of people?
- Why do you think the usage of some words can change over time?

I often use slang when talking to my friends and family.

There are some slang expressions that I only use with my closest friends.

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Content Note

The New General Service List (NGSL) is a list of 2,800 words. The term "general service" refers to the aim of the list to be of general service to English-language learners. It lists the most frequently used words, claiming to cover 92.7% of the most frequently used words overall. The NGSL is a sort of follow-up to the

General Service List, which was published by Michael West in 1953. The NGSL team led by Charles Browne made use of current technology to update the list. The same team also made the new Academic Word List, TOEIC Service list, and the Business Service List to support students with a range of purposes for learning English. All the lists can be found on Browne's website.

LISTENING Collecting words

Identifying the speaker's attitude

Adverbs at the beginning of sentences, such as *fortunately*, *honestly*, or *clearly*, show the speaker's attitude toward the idea that is being expressed.

- A** ▶ **9.2** Watch English professor Charles Browne talk about his work. Complete the information.

Professor Charles Browne feels that many English learners often don't know enough words to express themselves. A college-educated native speaker usually knows about ¹ 30,000 words, but an average non-native learner in Japan, for example, only knows about ² 2,300 words. To help students overcome this problem, he has created the New General Service List (NGSL). By learning this list that includes ³ 2,800 words, English learners will be able to understand ⁴ 92 percent of everyday English.

- B** ▶ **9.3** Watch the rest of the interview. How might learning slang help English learners? Check (✓) the things Browne mentions.

- ☒ It gives students more opportunities to learn the language.
- ☐ It helps students keep up to date with the language.
- ☒ Students learn how to interact with people in informal situations.

- C CRITICAL THINKING** Answers will vary.

Evaluating Work with a partner. How do you learn new words in English? Do you think the NGSL would be useful for you?



SPEAKING Talking about new words

- A** ▶ **9.4** What do the speakers think about newly created words? *Speaker A feels that new words can be useful for expressing ideas quickly. Speaker B feels that there isn't really a need to use new words.*

A: When's our food coming? It's been almost half an hour!

B: I'm sure it will be here soon.

A: I hope so. I'm getting hangry!

B: Huh? Hangry? *What does that mean?*

A: *It means* I'm hungry and angry.

B: Then why don't you just say that? That would have been clear enough.

A: Well, it's quick and it gets to the point. New words like *hangry* can be really useful sometimes.

B: But *what's the point* of using a word most people don't understand?

A: Actually, I think *more and more* people are starting to use it. *Maybe it'll* be common one day!

- B** Practice the conversation with a partner.

- C** Work with a partner. Create a new word and tell your partner about it. Use the expressions in *blue* above to help you. *Answers will vary.*

My new word is "chairdrobe." I combined the words "chair" and "wardrobe."

What does it mean?

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LISTENING

- A** Read **Identifying the speaker's attitude** aloud as students read along. Tell students to listen for adverbs in the video.

Have students preview the task. Tell them to read the paragraph before playing the audio/video. Note that the paragraph is a summary and not verbatim from the video.

- ▶ **9.2** Play the audio/video. Check answers as a class. Elicit any adverbs students heard at the beginning of sentences (*unfortunately*).

- B** ▶ **9.3** Play the audio/video. Have students check answers in pairs, and then have them remain in the same pairs for the discussion for **C**.

- C CRITICAL THINKING** Read the questions aloud. Tell students to share personal stories about their learning habits. What's their favorite way to pick up new language? Ask partners to share their opinions as well. If time permits, have students go online to Browne's website and look over the NGSL to decide if it would be useful for them. Ask students to share some points that they discussed.

SPEAKING

- A** Ask students to read along as they listen.

- ▶ **9.4** Play the audio/video.

Elicit the slang word that the speaker uses and its meaning.

(*angry* + *hungry* = *hangry*)

Check answers as a class. Note that one speaker likes the idea of using new slang while the other does not. Ask students which speaker they agree with about the word *hangry*.

- B** Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try their own ideas for the words in *blue*.

- ⊕ **SUPPORT** Play the audio/video again, pausing after each sentence so students can repeat. Elicit ideas for alternative language for the words in *blue*.

- C** Give students time to come up with their own new word. Point out that in the conversation the speaker used a word that is a combination of "hungry" and "angry," and that they can create a word in the same way. Model the example with a volunteer. Ask volunteers to share their new word and its meaning.

- ☆ **CHALLENGE** Encourage partners to ask more in-depth follow-up questions. For example, *How would you use that word?*

- ⊕ **EXTENSION ACTIVITY** Have students work in pairs. Ask them to go online and find the New General Service List or one of the other lists that Browne's team has published. Tell them to scan the list to find five new words for each of them. Have them check the meaning of the words in an online dictionary. Then ask them to use the words as search terms to find examples of how they are used in common texts online.

Word evolution

LESSON OVERVIEW

Aims: Read an infographic about language evolution; talk about language that has gone out of style

Infographic Summary: Language is constantly changing, and the infographic offers five common English words that have changed in meaning quite drastically over the years. Language evolution is not just about new slang emerging, but about words we already use being used in new ways. However, new words are also an important sign of the times, and three from recent years that have become more prominent are also introduced.

LANGUAGE FOCUS

- A** ▶ **9.5** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Have students share what surprised them and why.

- B** Read the question aloud that students should listen for. Before students listen, ask them to explain what an *emoji* is and how it is used.

▶ **9.6** Play the audio/video to check answers in pairs. Then elicit a class discussion. Write the last line of the conversation on the board: *They say this allows people to better express themselves!*

Ask students to share stories about using emojis in their own communication and how it's helped them. Tell them to give examples of their favorite emojis and how they use them to communicate.

- C** Have students read over the language chart for **Talking about changes**.

▶ **9.7** Play the audio/video.

Go over the meaning and use of *used to*. Direct students to page 188 for more information.

LANGUAGE FOCUS Describing word trends

- A** ▶ **9.5** Read the information. Is there anything that surprised you? Why? *Answers will vary.*

CHANGING WORDS

English, like all languages, is always changing. New words are being created, and meanings of existing words can change.

5 words whose meanings have changed

Word	Current meaning	Old meaning(s)
Cute	Pretty or charming	Intelligent or sharp
Fantastic	Wonderful	Unreal
Nice	Pleasant	Silly or simple. Then it came to mean lazy and after that, shy.
Pretty	Good-looking	Cunning. Later, it used to mean clever or skillful.
Naughty	Behaving badly, often used for children	To have nothing. Naughty people were people who were very poor.

Word of the year

 the "face with tears of joy" emoji 2015	vape (to use) an electronic cigarette 2014	selfie a photo you've taken of yourself, usually with a smartphone 2013
--	---	--

(Source: Oxford Dictionaries)

- B** ▶ **9.6** Listen to the conversation. How does the use of emojis help the speakers communicate better? Discuss with a partner. *Emojis help the speakers to express their feelings and to clarify the tone of their messages.*
- C** ▶ **9.7** Watch and study the language in the chart.

Talking about changes

Before email, people *used to* write and mail letters more frequently.
 The word *awful* *used to* mean "full of fear or wonder," but now it means "very bad."

The word *silly* *didn't use to* have a negative meaning.
 Cell phones *didn't use to* have big screens.

Did you use to look words up in a printed dictionary?
 How *did you use to* keep in touch with your friends?

For more information on *used to*, see Grammar Summary 9 on page 188.

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Grammar Note

The language in the chart introduces ways to talk about something that regularly happened in the past. The phrase *used to* + bare infinitive describes something that was common in the past, but no longer happens. Note the past (*used to*) except for negative statements and questions (*use to* + verb). For negative statements, *used to not* + verb is also possible: *Cell phones used to not have big screens.*

Because *used to* + verb is mostly used to talk about past habits, adverbs of frequency are also sometimes used. The adverb can come after the subject or between *used to* and the verb:

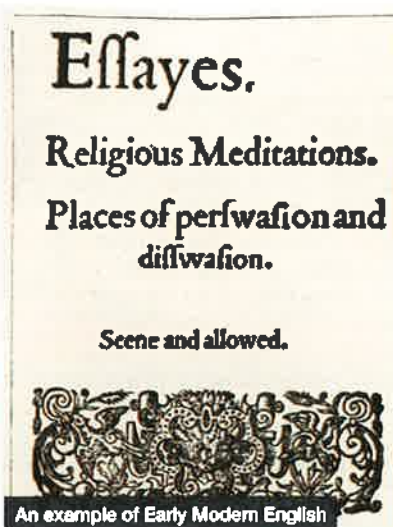
We always used to go to the movies, but now we just watch movies online.
We used to always go to the movies, but now we just watch movies online.

- P** **9.6** Listen to the conversation in **B** again. Complete the sentences with *used to* or *didn't use to*.

- The woman didn't use to include emojis in her texts.
- The man used to send serious replies to his friend without realizing that his friend was joking.
- The woman says that emojis didn't use to be common.
- Facebook's "Like" button didn't use to include emojis.

- P** **9.8** Complete the information. Circle the correct words. Then listen and check your answers.

Before the fifth century, people living in Britain ¹(~~don't speak~~ / didn't use to speak) English. They ²(spoke / ~~were speaking~~) a Celtic language. Then, 1,500 years ago, people from what is now modern Germany and Denmark invaded. The languages these people spoke developed into Old English. In the 11th century, England was invaded again—this time by people from an area that's now part of France. For the next few hundred years, rich and important people ³(~~speak~~ / spoke) French, while the poor ⁴(~~communicate~~ / communicated) in Old English. The language continued to change: Thousands of French words were added, pronunciations that ⁵(~~existed~~ / didn't use to exist) became common, and about 400 years ago, modern English was born.



- F** Work with a partner. Discuss these questions. *Answers will vary.*

- Do you know any words or phrases in your own language that used to be popular but aren't anymore? Why did people stop using them?
- What are some examples of words and phrases that you use now but didn't use to say?

SPEAKING Talking about changes in meaning *Answers will vary.*

Work with a partner. You are going to read and talk about words that had a different meaning in the past. **Student A:** Turn to page 167. **Student B:** Turn to page 169.

What did *bully* use to mean?

Well, in the 16th century, the word meant ...

SPEAKING

Have students work with new partners. Assign each as A or B. Tell students not to show their information to their partners. Give partners time to read the information on their pages before they start their discussions.

Model the example conversation with a volunteer. Explain that each partner's role is to tell the other about the historical changes in the meaning for each word on their list.

EXTENSION ACTIVITY Have students work in pairs to make a plan for two new emojis. Explain that they should draw the new emoji and take notes on its meaning and use. Have pairs get together with two other pairs and introduce their emoji choices. Explain that groups will then vote on which new emoji idea is the best for each pair. Tell groups to then choose one new emoji to introduce to the class.

Content Note

National Geographic produced a short documentary called *Slang Hunters* in which Anne Curzan, the TED Talk speaker for this unit, appears.

Episodes and video clips from the show can be found online by doing a video search for "slang hunter" on National Geographic's YouTube channel.

- D** Have students preview the task.

9.6 Play the audio/video. Have students work individually to complete the activity. Check answers as a class.

- E** Have students read and complete the paragraph.

9.8 Play the audio/video to check answers.

- F** Read the questions aloud. Give students time to think about their answers before dividing them into pairs. Explain that partners will have to first introduce the words if students do not speak the same language. Ask students to explain each word's current meaning first, and then explain how it used to be used or why it is no longer used.

Language change

LESSON OVERVIEW

Aims: Read and comprehend an article on opinions about slang; understand arguments

Target Vocabulary: ban, convey, noticeable, rapidly, strengthen

Reading Summary: The debate about slang is not just one between generations. When Harris Academy in London banned slang, it sparked a debate about the purpose and usefulness of slang. We use slang for many reasons: to identify with a group, to make our speech more interesting, as well as to communicate in a more efficient manner. While many authorities, such as those at Harris Academy, think that slang hurts language and shouldn't be used in school, others, such as linguist Tony Thorne, believe slang has an important role in keeping our language diverse and interesting.

PRE-READING

Read the question aloud. Explain that students should read quickly to find the specific information that they need. Note that students should be looking for the terms *standard language* and *slang*. Note at this point in the unit, students are already familiar with the meaning of *slang*, but the article provides more detail.

Check answers as a class. Elicit the lines in the passage where students found the information (most of paragraphs 2 and 3). Students should pick up from the passage that standard language does not change as quickly as slang (line 9),

Language change

PRE-READING Skimming Answers will vary.

Skim the article. What is one difference between slang and a standard form of language?

▶ 9.9

In 2013, Harris Academy—a school in south London—**banned** its students from using slang. Posters around the school showed a list of slang words that students weren't allowed to use, such as *ain't* and *like*. The move led to a debate on whether it is necessary to control the way students speak.

The creation of slang is one way languages change. Slang, or informal language, usually changes more **rapidly** than standard language. For example, the word *groovy*, meaning "great," used to be very popular in the 1960s and '70s. But by 1980, people had stopped using it. Throughout history, changes in language have received much criticism. In 1789, Benjamin Franklin, one of the founding fathers of the United States, wrote about his objections to words such as *notice* and *progress* being used as verbs.

WHY DO WE USE SLANG?

One important reason we use slang is to show others that we belong to a group. When only a particular group of people use and understand certain words and phrases, it **strengthens** their sense of identity within that group. Each different group—teenagers, the media, and so on—has its own set of slang. Another reason for using slang is to communicate an idea in a more colorful or humorous way. For example, the phrase *jump ship* creates a stronger image than the more standard *leave an organization*. In addition, slang often allows us to express complex ideas effectively. The word *frenemy* (someone who pretends to be a friend,

but is really an enemy) **conveys** its meaning more quickly than standard language.

In the age of social media and the Internet, slang terms are created faster than ever. Often, Internet slang words are created to make messages faster and easier to type. Some examples include *btw* (by the way) and *YOLO* (you only live once).

IS SLANG DEGRADING OUR LANGUAGE?

Some people feel strongly against the use of slang. Teachers at Harris Academy were worried that slang would prevent their students from learning how to read, write, and express themselves correctly. They



and that we use slang to show we are part of a group (line 20), to communicate in an interesting way (lines 26–27), and to communicate complicated ideas more efficiently (line 30).

Have students read the entire passage, either silently or while listening to the audio/video.

▶ 9.9 Play the audio/video if necessary.



42,000 profile photos of social media users forming a giant hashtag. The hashtag is often used on social media to label posts, sometimes in a humorous way.

thought this might cause problems for students when they eventually went on to apply to universities or to look for jobs. David Lammy, a British politician, supports the school's decision. He feels that people need to know when to use formal and informal language.

However, some people think differently. Linguist Tony Thorne sees slang as a way for speakers of a language to show their creativity and humor. He argues that slang is important in social interactions, enabling us to express who we are and the communities we belong to. And—contrary to what some believe—slang is not a new phenomenon.²

As Thorne explains, "Slang has not become more prevalent,³ simply more public." In today's highly connected world, slang has become more noticeable because of better tools to observe language change.

Perhaps the concerns raised by critics can be solved by making people aware of when to use certain forms of language. As long as people use slang in the right situations, there may not be a need to completely discourage it.

¹ humorous: *adj.* funny, amusing

² phenomenon: *n.* an unusual event

³ prevalent: *adj.* common

Language Note

The slang *ain't* means *am not*, *is not*, or *are not* (line 5). The word *like* is used as a filler, similar to *umm*, that has no meaning but is inserted between words. Although the filler *like* has become a commonly heard word in the United States, it is still seen as a sign of poor English, and self-help articles are written about how to stop saying it.

An *objection* (line 16) is an expression of criticism or an opposing opinion.

When something is described as *colorful* (line 26), it is considered to be interesting and varied. Generally, it has a positive meaning, but the adjective is also sometimes used to imply that something is being exaggerated (*It was a colorful story*) or suspicious (*He has had a colorful past*).

Content Note

Language banned at Harris Academy includes the following: *coz*, *like*, *extra*, *ain't*, *bare*, and *innit* (*bare* means *lots of* and *extra* means *unnecessary*). Students are also not allowed to start a sentence with *Basically* or end one with *yeah*. The school faced criticism as well as support when they announced the decision to ban slang in 2013. However, in 2015, the school received high marks on an inspection report from the Office for Standards in Education, which, for the school's leadership, was a clear sign that the rules were having a positive impact.

EXTENSION ACTIVITY Have students work in groups. Give them one minute to work individually to list as many slang words as they know. Then have students share the words with their groups and discuss or guess about meaning as well as use of each word.

UNDERSTANDING MAIN IDEAS

Draw students' attention to the direction line. Point out that they should identify which statements the author agrees with. Note that students infer the author's opinions based on the passage content. Check answers as a class.

UNDERSTANDING DETAILS

Encourage students to try to complete the activity based on their first reading. Then have them scan the article to check answers.

UNDERSTANDING ARGUMENTS

Tell students to refer to the passage to find the details of the arguments. Have them check answers in pairs. Ask them to summarize each point in their own words with their partner.

Write on the board: *Slang has not become more prevalent, simply more public.*

Ask students to explain the meaning of this quote by Thorne and how it supports the argument for slang. Note that Thorne is partly saying that because of the ease of communications online, the prevalence of slang has grown. Before the Internet, slang was more contained to the groups using it. But online media, including blogs and social media, give a larger audience access to varied types of language nowadays.

EXTENSION ACTIVITY Have students work in pairs and go online to find out more about the banning of slang at Harris Academy. Tell them to identify the words that were banned and their meanings. Ask them to decide whether the decision was a good idea or not.

BUILDING VOCABULARY

A Have students work individually to complete the activity. Check answers as a class. Elicit example sentences using each word. Write them on the board.

UNDERSTANDING MAIN IDEAS

Check (✓) the sentences that the author would probably agree with.

- ☐ Harris Academy's ban on slang words was surprising because slang didn't use to receive so much criticism.
- ☒ We use slang to show people we are part of a group.
- ☐ It's okay to use slang during a job interview because it shows your personality.
- ☒ People need to learn how to switch between formal and informal forms of language depending on the situation.

UNDERSTANDING DETAILS

Match the slang words to the points they are used to illustrate.

- | | | |
|-------------|--|---|
| 1 groovy | | Slang can express an idea in a more interesting way than standard language. |
| 2 jump ship | | Slang allows speakers to combine and express several different ideas at once. |
| 3 frenemy | | Texts and messages sent online are usually short and easy to type. |
| 4 bitw | | Slang words sometimes appear and disappear quickly. |

UNDERSTANDING ARGUMENTS

Complete the arguments for and against slang.

Arguments for slang	Arguments against slang
1 strengthens our <u>sense of identity</u> within a group	1 prevents young people from learning how to <u>express themselves</u> properly
2 allows people to express themselves in a(n) <u>more colorful or humorous</u> way	2 makes it difficult for young people when they apply to <u>universities</u> or look for <u>jobs</u>
3 enables people to communicate <u>complex</u> ideas effectively	

BUILDING VOCABULARY

A Complete the sentences using the correct form of the words in blue from the passage.

- Emojis can convey messages in a fun and interesting way.
- If you ban something, you stop people from doing it.
- Listening to news in English can strengthen your English language skills.
- A language can die when the number of people speaking it decreases rapidly or when it's no longer taught to younger people.
- Some changes in language aren't noticeable because they happen over hundreds of years.

B CRITICAL THINKING Answers will vary.

Reflecting Work with a partner. What do you think about slang? Would you encourage people to use it? Why or why not?

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B CRITICAL THINKING Read the questions aloud as students read along. Have students work in pairs to discuss their ideas. Then elicit a class debate on the topic.

Remind students of some useful phrases for discussing opinions by writing them on the board: *I would say that ...; In my view, ...; I think the best part is ...; I think ... because ...; I agree. / I don't agree; I agree, but I also think ...; Generally, I prefer ...; I usually try to ...; I tend to ...*

EXTENSION ACTIVITY Have students write about how sense of identity and language intersect. Ask them to choose a few words that they use regularly and to write about how those words connect with and express who they are.

9D What makes a word “real”?

TED TALKS

ANNE CURZAN is an English professor at the University of Michigan. She is **fascinated** by how people use words. Although people are sometimes **bothered** by changes in language, she points out that everyone has the **authority** to decide how it changes. And these changes, she believes, help to keep a language **robust**.

Anne Curzan's idea worth spreading is that a word is real when it's understood by a community of people, and that dictionary editors must pay close attention to trends in language over time.



TED TALKS

PREVIEWING

Read the paragraphs above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- | | |
|----------------------------------|-------------------|
| 1 strong | <u>robust</u> |
| 2 the power to decide or control | <u>authority</u> |
| 3 concerned or annoyed | <u>bothered</u> |
| 4 very interested in something | <u>fascinated</u> |

VIEWING

A **9.10** Watch Part 1 of the TED Talk. Answer questions 1 to 3.

- Why do you think Anne Curzan's dinner companion questioned whether *defriend* is a real word?
 - He had never heard the word before.
 - He didn't know the meaning of the word.
 - ☒ It's a new word that he doesn't like.
- According to Anne Curzan, what do most people mean when they say a word isn't real?
 - ☒ It isn't in a standard dictionary.
 - It's only used in certain places.
 - Only a few people use it.

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LESSON OVERVIEW

Aims: Watch and understand a talk about new words; practice closing the loop in a speech by addressing questions that are asked at the beginning

Target Vocabulary: authority, bothered, fascinated, robust

TED Talk Summary: How does a word become a word? Professor Anne Curzan answers this question by first exposing our tendency to resist changes in language, even though language is always undergoing change. She suggests that we all be more open to accepting the fact that language evolves and that this actually makes communication more exciting, interesting, and alive.

9D

What makes a word “real”?

PREVIEWING

Have students read the paragraphs. Tell them to pay attention to how each word is used in context in order to guess its meaning. Have students work individually before checking answers in pairs.

If necessary, elicit additional example sentences with each vocabulary word.

VIEWING

A Have students preview the task. For question 1, point out that students will have to make an inference.

9.10 Play Part 1 of the TED Talk. Check answers as a class or play the check-your-answers part of the video.

Write on the board: *the man to my right*.

To explain the language, ask students to identify where the person to their right is.

Write on the board: *That raises a host of other questions*.

Note that this expression is commonly used to explain that a query about one thing leads us to more in-depth questions about related topics. In Curzan's talk, she says that most of us consider the dictionary to be the authority on words, yet not many of us really know who writes dictionaries and how words are added.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *critical* and *edit*.

- B** Have students preview the task.

9.11 Play Part 2 of the TED Talk. Check answers as a class or play the check-your-answers part of the video. Elicit an explanation of the job of a *dictionary editor*.

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 2 include *gamble*, *cutting edge*, *LOL*, *faddish*, and *prominence*.

- C** Have students preview the task.

9.12 Play Part 3 of the TED Talk. Have students discuss in pairs before checking answers as a class.

Note that there is only one sentence that Curzan would likely not agree with. Overall, her attitude is open toward new language and changes in the meaning and use of words.

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 3 include *keep up with* and *arbiter*.

Language Note

Part 1

A *critical* person is someone who makes judgments about things after careful consideration.

Someone who *edits* for their job makes changes to a text for publication. Those who contribute to content are called *editors*.

Part 2

To *gamble* refers to taking a risk in hopes of success.

Something that is *cutting edge* is part of the latest trend.

LOL means *laugh out loud* and is used in online messaging and in texting to show that something is funny.

Something that is *faddish* is a momentary trend. Remind students they talked about fads in Unit 2.

Something that is *prominent* is important. When something *comes into prominence*, it reaches a certain degree of significance.

- 3** What does Anne Curzan suggest when she says that even the most critical people don't usually question dictionaries?

- a People have become less interested in using dictionaries.
- b** People tend to think that dictionaries are always accurate or all the same.
- c People need to learn how to use dictionaries in the correct way.

- B** **9.11** Watch Part 2 of the TED Talk. Circle the correct words.

- 1 Dictionary editors (study historical language records / watch how we use language) in order to identify trends.
- 2 Curzan gives LOL as an example of a phrase that will probably (remain popular / be used less frequently in the future).
- 3 Dictionary editors are (sure that / unsure if) the phrase YOLO is a fad.
- 4 People who observe language usually (predict / notice) the same things, but have different attitudes toward them.

- C** **9.12** Watch Part 3 of the TED Talk. Check (✓) the sentences that Anne Curzan would probably agree with.

- ☒ There's no problem with using *impact* as a verb and *invite* as a noun.
- ☒ Language change helps to keep a language alive and strong.
- ☐ Dictionary editors need greater authority in order to create accurate language guides for people.
- ☒ If a slang word is used and understood by a group of people, it's a real word.

- D CRITICAL THINKING** Answers will vary.

Evaluating Work with a partner. Can you think of any ways people could challenge Anne Curzan's view on language change?

Slang can be harmful because only a select group of people understand it, so it leaves people out.

VOCABULARY IN CONTEXT

- A** **9.13** Watch the excerpts from the TED Talk. Choose the correct meaning of the words. 1: a, 2: a, 3: b, 4: c, 5: c

- B** Work with a partner. Discuss these questions. Answers will vary.

- 1 How do you keep up your English language skills?
- 2 What expressions have you noticed coming into prominence in your language?
- 3 Are there any slang words that you think will make it into a standard dictionary in the future?

I keep up my English language skills by watching movies in English.

Part 3

To *keep up with* something means to stay informed about it.

An *arbiter* is an authority figure who makes a decision about something. The term can also be used for someone who influences what others think or do.

- D CRITICAL THINKING** Tell students to brainstorm some ideas. Point out that they've already heard some opposing views in **Lesson C**.

Encourage them to share their own viewpoints.

VOCABULARY IN CONTEXT

- A** **9.13** Play the video. Then play the check-your-answers portion.

- B** Read the questions aloud. Have students work in pairs to share answers. Check answers as a class.

PRESENTATION SKILLS Closing the loop

One good way of organizing your presentation is to end by going back to the question(s) that you asked at the beginning. This is called closing the loop.

- A** **9.14** Watch the beginning of Anne Curzan's TED Talk. Check (✓) the questions that she asks.

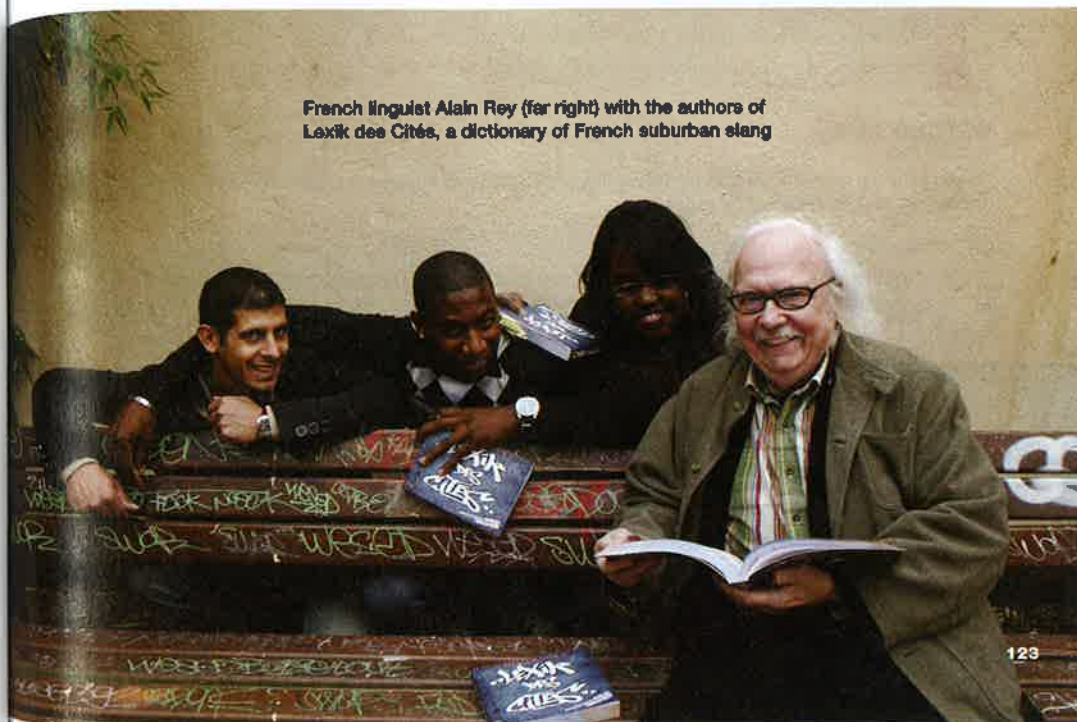
- ☒ What makes a word real? (A word gets into a dictionary because we use it and we keep using it.)
- ☐ How accurate are dictionaries?
- ☒ When do new words become real? (If a community of speakers is using a word and knows what it means, it's real.)
- ☒ Who makes decisions about words? (Everyone has the power to make decisions about the words that go into the dictionary because dictionary editors are observing how we speak.)

- B** **9.15** Watch the end of Curzan's TED Talk. How does she close the loop and answer the questions in A? Discuss with a partner. *Answers in parentheses above.*

- C** Choose one of these topics: expressions that used to be popular in your language, or expressions that you didn't use to say. What question could you ask your audience at the beginning? How would you answer your question and close the loop? *Answers will vary.*

- D** Work with a partner. Practice closing the loop by giving a one-minute presentation on the topic you chose in C. *Answers will vary.*

French linguist Alain Rey (far right) with the authors of *Lexik des Cités*, a dictionary of French suburban slang



PRESENTATION SKILLS

- A** Read the Presentation Skills paragraph **Closing the loop** aloud. If necessary, draw a circle on the board to explain the term *closing the loop*.

Explain that Anne Curzan uses questions to involve the audience and get their attention throughout her talk, and she closes the loop by going back to the same questions at the end. This helps to round out the discussion and repeat its main point.

- 9.14** Play the video. Check answers as a class.

- B** Have students preview the task.

- 9.15** Play the video. Check answers as a class. Note that Curzan asks the question *So how does a word get into a dictionary?*, which is another way to say the same question that she started her talk with. She repeats this similar question in order to summarize her key points.

- C** Give students some time to choose a topic.

Tell them to think of a few main points they want to communicate in their presentations. Then ask them to think of a question to introduce the main points. Explain that students should not use the questions in the textbook, but formulate questions based on the main points they plan to talk about. Then tell students to reword that question to ask it again and then answer by reviewing the main points to close the loop.

- D** Tell students they have one minute to give their presentations. Explain that they can refer to notes if necessary during the talk.

Skill Note

When a speaker uses questions as a technique to engage the audience, going back to those questions at the end of a presentation is one way to *close the loop*. This process of closing the loop helps reinforce an audience's understanding of the content of a speech. Using questions is one way to do this. Closing the loop offers a chance to summarize what was said in the speech. Another way to close the loop includes coming back to a story, quote, or statistic told earlier in the speech in order to elaborate on or clarify how it represents the speaker's main point.

- EXTENSION ACTIVITY** Have students practice closing the loop again by sharing their opinions about slang. Tell them to go back to the points they made in **Critical Thinking** and rephrase them by using questions to introduce and close the presentation.

What does it mean?

LESSON OVERVIEW

Aims: Play a guessing game; write an argument for or against slang in schools

COMMUNICATE

- A** Explain that students are going to play a guessing game with another group. Go through the example of *binge watch* on the page. Explain that one definition is correct while the other two are incorrect. The aim of the activity is to try and identify the correct definition. Note that the correct definition for *binge watch* is **c**.
- B** Divide the class into even-numbered groups. Pair up the groups and assign A or B to each. Give students enough time to read over the information about the words they'll use in the game. Tell groups that they have to give three possible definitions for each word. Explain that they should brainstorm two incorrect meanings together.
- C** Tell groups to present their words in "quiz show format." Explain that they should provide example sentences for each definition, even the fake ones, and any other relevant information to make it look as convincing as possible. Read aloud the phrases in **Describing word meanings**. Encourage students to use the language in their presentations. Model the example aloud. After groups present, let the other groups have time to discuss their answers. Have groups take turns to ask and answer until the definitions of all six words have been guessed.

WRITING

Read the question aloud. Elicit or explain the meaning of *degrade*. Tell students to bring together the thoughts and opinions

What does it mean?

COMMUNICATE Guessing meanings Answers will vary.

- A** You are going to play a guessing game about the meaning of some new English words. Look at the example below.

Example: binge watch

- a to eat as you watch a TV program
- b to look at someone's food and feel jealous
- c to watch multiple episodes of a TV program continuously

The phrase *binge watch* refers to watching multiple episodes of a TV program continuously. Here's how it can be used in a sentence: *This TV show is so exciting! I think I'm going to binge watch the entire season.*

- B** Work in groups. **Group A:** Turn to page 167. **Group B:** Turn to page 169. Read about three words/phrases and create two incorrect meanings for each one.
- C** Present your definitions for each word/phrase to the other group. Describe each definition by giving an example of how the word/phrase can be used, where it came from, who created it, and so on. The other group has to guess the correct meaning.

Describing word meanings

This word/phrase comes from ...

This word/phrase refers to ...

People use this word/phrase to ...

Here's an example sentence: ...

WRITING Making an argument Answers will vary.

Do you think the Internet is degrading the English language? Write a few paragraphs on whether you agree or disagree, and give reasons for your view.

I think that language change is something we should accept. Although some people may argue that Internet slang is causing us to lose the ability to speak and write properly, I feel that ...



about slang that they've explored in the unit and apply them now to Internet language. Read the model paragraph. Point out that in the example, the writer gives a clear opinion in the first sentence. Note also that in the second sentence the writer argues against a point by introducing it in the first clause of the sentence, and then offering an opposing argument in the second clause.

Remind students of some useful phrases for sharing opinions and beliefs on the board: *I would say that ...; In my view, ...;*

I think the best part is ...; I agree, but I also think ...; Generally, I prefer ...; I usually try to ...; I tend to ...

Explain that students can also give specific examples and include stories from their lives to support their written arguments.

EXTENSION ACTIVITY Ask students to reflect on this unit and Unit 7 by writing about how sense of identity and language intersect. Ask them to choose a few words that they use regularly and to write about how those words connect with and express who they are.

Presentation 3

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

used to cultures has been living background
a lot in common might not didn't use to definitely

Hello, everybody. I'm Olivia. I'm glad to be here this afternoon. Do you have a friend with an interesting ¹ background ? Today, I'd like to tell you about a friend of mine. I'll tell you a bit about her, where she's from, and why we're good friends.

You know, I ² didn't use to do much exercise. Then, a couple of years ago, I joined a fitness club. On my first day there, I met Raquel. After the gym, we had coffee together and quickly became good friends. I think that's because we have ³ a lot in common — we both like to keep fit and love trying different food — especially spicy food. And we love the ocean; in the summer, we like to hang out at the beach and go surfing at least once a month. Raquel was born in Mexico, but ⁴ has been living here since she was ten. Her mother is Mexican and her dad is American, so she speaks both Spanish and English. That's something different about us: Even though I ⁵ used to study it, my Spanish is terrible! Another thing that's different is her background — Raquel's from two countries and has experience and knowledge of two ⁶ cultures. I think that's really cool.

So, now you know a bit about my friend Raquel. Although we ⁷ might not always live in the same city in the future, I think we'll ⁸ definitely stay friends. Thanks for listening to me.



B **P.3** Watch the presentation and check your answers.

C **P.3** Review the list of presentation skills from Units 1–9 below. Which does the speaker use? Check (✓) them as you watch again. Then compare with a partner.

The speaker ...

- | | | | |
|-----------------------------------|--------------------------|---|-------------------------------------|
| • helps the audience visualize by | | • asks the audience questions | <input checked="" type="checkbox"/> |
| • doing a demonstration | <input type="checkbox"/> | • ends with a hope for the future | <input type="checkbox"/> |
| • giving interesting facts | <input type="checkbox"/> | • engages with the audience | <input checked="" type="checkbox"/> |
| • using visuals | <input type="checkbox"/> | • uses a story to personalize the message | <input checked="" type="checkbox"/> |
| • comments on visuals | <input type="checkbox"/> | • uses signposting language | <input checked="" type="checkbox"/> |
| • opens with an interesting fact | <input type="checkbox"/> | • closes the loop | <input checked="" type="checkbox"/> |

D Do you remember the question Olivia asks at the beginning? What phrase does she use at the end to close the loop? Underline them in the script.

- What two countries is her friend from? (Mexico and the United States)
- What can Raquel do better than the speaker? (speak Spanish)

B **P.3** Play the video to check answers.

C Have students preview the task.

P.3 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–6:

- Helping the audience visualize
- Commenting on visuals
- Opening with interesting facts
- Asking the audience questions
- Ending with a hope for the future
- Engaging with your audience

Then elicit and review the presentation skills for Units 7–9:

- Using stories to personalize your message
- Signposting
- Closing the loop

Elicit the language that the speaker uses for signposting (*I'd like to tell you about ...; I'll tell you a bit about ...*).

Review the presentation skills from Units 7–9 in more detail. Elicit the language options or techniques for each that students can use in **Your Turn**.

Using stories to personalize your message: You can use real or fictional stories.

Signposting: Give your audience directions about what you are going to say. For example, *Today, I'd like to talk about ...; Today, we're going to look at ...; So, now I'm going to show you ...; So, now let's move on to ...; So, I'd like to finish by ...; So, to summarize ...*

Closing the loop: Go back to the question that you asked at the beginning and answer it.

D Have students work individually to complete the activity. Check answers as a class, reviewing the technique of closing the loop.

Presentation 3

LESSON OVERVIEW

Aim: Students give a short presentation about someone they know who has an interesting background. The presentation skills they learned in Units 7–9, as well as relevant ones from previous units, will be helpful.

MODEL PRESENTATION

A Have students work individually to complete the sentences. Elicit points about the presentation:

- Who is being introduced? (Raquel)
- What three things does the speaker say she is going to talk about? (about her, where she's from, why they're friends)
- What two interests does the speaker share with her friend? (exercise and food)

YOUR TURN

- A** Have students preview the task. Encourage them to choose someone they know well or someone they have heard of.

Give students between five and ten minutes to brainstorm topics and write down notes about the person. Note that students will mostly be focusing on language and expressions learned in Unit 7 for this presentation. If time permits, have students do a quick page-by-page look at the unit to review the content. Point out that the speaker Olivia in the example used a personal story about the first day she met Raquel. Encourage students to include a story to personalize their presentation as well. Note that the speaker also uses signposting and closes the loop. Encourage students to try these techniques, too.

- B** Read the useful phrases aloud as students repeat.

Give students additional time to revise their notes and decide what language to use in their presentations. If time permits, review the language for signposting as well:

Signposting: *Today, I'd like to talk about ...; Today, we're going to look at ...; So, now I'm going to show you ...; So, now let's move on to ...; So, I'd like to finish by ...; So, to summarize, ...*

- C** Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give partners their full attention in order to evaluate in **C** and give effective feedback in **D**.

Encourage listeners to ask questions during and after presentations.

- D** Remind students that when offering feedback, it's good to start with some praise. Elicit some simple phrases for students to praise each other: *Well done. You did great. That was interesting.*

YOUR TURN Answers will vary.

- A** You are going to plan and give a short presentation about someone you know a lot about or are close to. It could be a member of your family, a close friend, or someone famous. Make notes in the chart below.

Who is it?

Details (how you know the person, where they are from, languages they speak, etc.)

- B** Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful phrases

Describing someone's background:

He's/She's from ...

He/She was born in ...

He/She has lived in ...

Describing similarities and differences:

We both like / love to ...

We are different in the way we ...

Describing relationships:

We have been friends since/for ...

I got to know him/her when ...

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–9. As you listen, check (✓) each skill your partner uses.

The speaker ...

- | | | | |
|-----------------------------------|--------------------------|---|--------------------------|
| • helps the audience visualize by | | • asks the audience questions | <input type="checkbox"/> |
| ◦ doing a demonstration | <input type="checkbox"/> | • ends with a hope for the future | <input type="checkbox"/> |
| ◦ giving interesting facts | <input type="checkbox"/> | • engages with the audience | <input type="checkbox"/> |
| ◦ using visuals | <input type="checkbox"/> | • uses a story to personalize the message | <input type="checkbox"/> |
| • comments on visuals | <input type="checkbox"/> | • uses signposting language | <input type="checkbox"/> |
| • opens with an interesting fact | <input type="checkbox"/> | • closes the loop | <input type="checkbox"/> |

- D** Give your partner some feedback on their talk. Include at least two things you liked and one thing that could be improved.

That was great. You used signposting language and showed lots of visuals. But I think you need to engage the audience more.

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Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example. (*You used clear signposting phrases throughout. I could really follow your presentation easily.*) Next, students can offer any points that need to be improved. (*But you forgot to close the loop and answer the question you asked at the beginning.*)

- ★ **CHALLENGE** Have students give their presentations to the entire class.

10 Understanding Emotions

“I want to bring emotions back into our digital experiences.”



Rana el Kaliouby
Computer scientist, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about emotions and how they influence us.
- read about the applications of technology that can recognize our emotions.
- watch a TED Talk about how emotion-sensing technology can help us.

WARM UP

▶ **10.1** Watch part of Rana el Kaliouby's TED Talk. Answer the questions with a partner.

- 1 What do you think is happening? What is the machine able to do? *The machine is able to sense a person's emotions.*
- 2 In what ways might this technology be useful? *Answers will vary.*

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UNIT GOALS

In this unit, students will read, watch, and discuss about emotions and technology. Students are asked to think about how the two can intersect, and the benefits as well as the pitfalls of emotions in technology. Students will use reporting verbs to talk about the opinions they hear, and also work on forming and expressing their own opinions. Note that some language taught in Unit 9 for talking about change can be easily linked to some of the topics in this unit.

TED Speaker

Rana el Kallouby specializes in making technology that can read emotions.

TED Talk Summary

With a demonstration of software she's created that reads facial expressions and interprets emotions, the speaker shares her belief that bringing our emotional intelligence into our online worlds can help keep us authentically connected and make our online interactions more meaningful.

Idea Worth Spreading

Teaching devices to read emotions will change how we interact with our machines and make digital experiences more fulfilling.

10

Understanding Emotions

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Write the words *poker face* on the board.

▶ **10.1** Play the preview clip of the TED Talk.

For question 1, ask students to share their thoughts about what they think is happening in the video clip. Ask for volunteers to describe the scene in their own words. Elicit the meaning of *poker face* based on what students saw. It describes a face that is expressionless, or hiding the person's true feelings.

For question 2, draw students' attention to the quote in the middle of the picture. Tell them to think about how the technology they saw in the video clip can help bring emotions into our digital experiences. Have students brainstorm some ideas in pairs before sharing with the class.

◉ EXTENSION ACTIVITY

Have students work in pairs. Tell them to imagine that their phones can now know their emotions. Ask them to think of ways that their phones can help them when they are in the following moods: sad, angry, nervous, scared, and stressed. For example, your phone could start to play relaxing music when you are feeling stressed.

Our emotions

LESSON OVERVIEW

Aims: Learn language for talking about emotions; listen to a guidance counselor talk about the importance of managing our emotions; practice talking about how we deal with negative emotions

Target Vocabulary: confused, delighted, frustrated, lonely, overwhelmed, relieved, shocked, surprised

VOCABULARY

A Have students work individually to read the words and decide if each expresses a positive or a negative emotion, or could be used to describe both. Note that students may have slightly different answers depending on their interpretation of an emotion, but generally the words *overwhelmed* and *surprised* can be used to describe either a positive or a negative emotion depending on the situation.

B Have students work individually to complete the task. Note that students should choose the most suitable word for each sentence. For example, item 1 is most likely to be *delighted*. Check answers as a class.

C Model the example sentences aloud. Point out that the person names the emotion and then explains the situation or reason for feeling that emotion. Draw students' attention to the words *when* and *because* in the sentences.

Language Note

Some adjectives have a stronger tone than others. In regard to emotion, word choice can make a big difference in how a situation is interpreted.

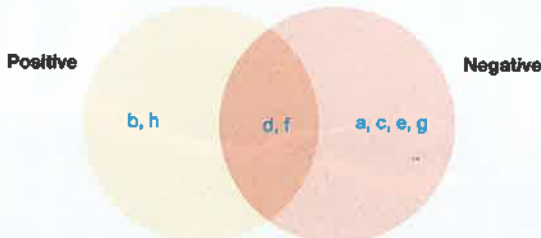


10A Our emotions

VOCABULARY Describing feelings

A Are the words below more positive or more negative? Write the letters in the diagram.

- | | | | |
|--------------|-------------|------------|---------------|
| a shocked | b delighted | c lonely | d overwhelmed |
| e frustrated | f surprised | g confused | h relieved |



B Complete the sentences using the words in A.

- I was delighted that my brother, who works overseas, was coming home for the holidays.
- I haven't been getting much sleep lately because I've been overwhelmed with schoolwork.
- I was shocked when I heard about the damage that the earthquake caused.
- People who live in a different country from their family and friends may feel lonely at times.

C Work with a partner. Give an example of a time you experienced each of the emotions in A. *Answers will vary.*

Yesterday, I was frustrated because I couldn't figure out what was wrong with my computer.

Last week, I was delighted when I received a gift from my friend in China.

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For example, someone who is feeling *stressed* might be under some pressure, but someone who is *overwhelmed* may be in trouble and need help, or could be overwhelmed with happiness. Point out to students that the words we use to talk about our emotions will shape how others interpret our situations. Note that some terms might also be interpreted as negative or positive depending on context. Someone who wins a prize unexpectedly will feel *surprised* in a positive way, while someone who suddenly gets bad news will feel *surprised* in a negative way.

EXTENSION ACTIVITY Have students work in small groups to brainstorm more words to describe emotions. Tell groups to write the words in a concept map. Make a large concept map on the board and have groups take turns adding some words to it and explaining meaning and tone.

LISTENING Dealing with emotions

Giving examples

Here are some phrases we can use when giving examples to elaborate on our points.

Some of the most common ... For instance, ... Take ... for example.

- A** ▶ **10.2** Watch guidance counselor Craig Albrightson talk about his work. What are some of the challenges he says his students usually encounter?

- ☒ uncertainty in deciding career paths
- ☒ family problems
- ☐ managing relationships with schoolmates
- ☒ adjusting to their new surroundings

- B** ▶ **10.3** Watch the rest of the interview. Why does Albrightson believe that it's important to manage our emotions well?

- a It gives us self-confidence.
- b** It helps us make good decisions in life.
- c It helps us be more sensitive to other people's feelings.

- C CRITICAL THINKING** Answers will vary.

Inferring Work with a partner. What do you think a guidance counselor needs to be like? Why?



Craig Albrightson helps his students overcome their difficulties.

SPEAKING Talking about managing emotions

- A** ▶ **10.4** How do the speakers react to the situation? **Speaker A is upset, while Speaker B is calm.**

A: Hey, look. That guy just cut in line. Unbelievable!

B: Oh, yeah, I see him. Oh, well.

A: Does he think we're all just standing here for fun? What nerve!

B: It happens sometimes. At least it isn't a really long line, so we won't have to wait too long.

A: I hate it when people do that. It really annoys me.

B: Yeah. But it's no big deal.

A: I'll go and tell him he can't do that.

B: Hey, calm down. It's not worth getting angry about. Just let it go.

- B** Practice the conversation with a partner.

- C** Work with a partner. What annoys you? When your friends or family members get annoyed, how do you deal with it? Use the expressions in **blue** above to help you. **Answers will vary.**

I get annoyed when people don't say thank you.

The other day, someone on the bus stepped on my foot but didn't apologize.

Note that a guidance counselor's job is to provide support for students in their everyday school life as well as help guide them in academic and career goals. Guidance counselors deal with a range of topics and situations, and must be able to connect with students so that they will open up and talk to the counselor and respect his or her advice and guidance.

SPEAKING

- A** Ask students to read along as they listen/watch.

- ▶ **10.4** Play the audio/video.

Check answers as a class. Elicit the situation that the speakers were reacting to (a guy cutting in line). Ask students to comment on each speaker and what their disposition is probably like. For example, Speaker A is clearly more impatient than B, but some may argue that B is too laid-back.

- B** Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles.

- ➕ **SUPPORT** Play the audio/video again, pausing after each sentence so students can repeat. Elicit ideas for alternative language for the words in **blue**.

- C** Model the example with a volunteer. Give students time to think about a situation that annoyed them recently. Ask for volunteers to share some situations. Then ask the class if they would be annoyed in the same situation or not.

- ★ **CHALLENGE** Encourage partners to ask follow-up questions. For example, *What did you do next?*

- ➔ **EXTENSION ACTIVITY** Have the class play a game of charades using the emotion words from the vocabulary as well as any they brainstormed together. Assign each pair one emotion. Have them act it out for the class. Give points to the first team to name the correct emotion being acted out. Tally the points at the end of the game.

LISTENING

- A** Read **Giving examples** aloud as students read along. Note that the box gives expressions for introducing examples. Both *for instance* and *for example*, though, can come before or after the example.

Have students preview the task.

- ▶ **10.2** Play the audio/video. Check answers as a class.

- B** ▶ **10.3** Play the audio/video. Have students check answers in pairs, and then have them work in the same pairs for the discussion in **C**.

- C CRITICAL THINKING** Read the question aloud. Ask partners to also share their opinions using the vocabulary in the book as well as the content in any mind map the class has brainstormed. Encourage them to share any personal stories of guidance counselors they've experienced. Ask for students to share with the class some points that they discussed.

Emotional intelligence

LESSON OVERVIEW

Aims: Read an infographic about emotional intelligence; talk about emotional quotient (EQ) and jobs

Infographic Summary: Introducing some important aspects for high emotional intelligence, the infographic also shows which types of jobs tend to have a higher average EQ. Generally, people with a high EQ can read others' emotions well and make decisions based on this understanding.

LANGUAGE FOCUS

- A** ▶ **10.5** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Have students share any experiences they've had taking an EQ (emotional quotient) test. If no one has taken an EQ test, ask students to share their ideas about what kind of questions an EQ test has.

- B** Read aloud the question. Tell students to listen for the answer.

▶ **10.6** Play the audio/video. Have students check answers in pairs. Elicit more details about the conversation.
Ask: *What kind of test was not given at the job interview?* (an IQ test)

Which speaker has low self-awareness? (the woman)

Elicit or explain the meaning of *self-awareness*.

- C** Have students read over the language chart for **Reporting other people's speech and thoughts**.

▶ **10.7** Play the audio/video.

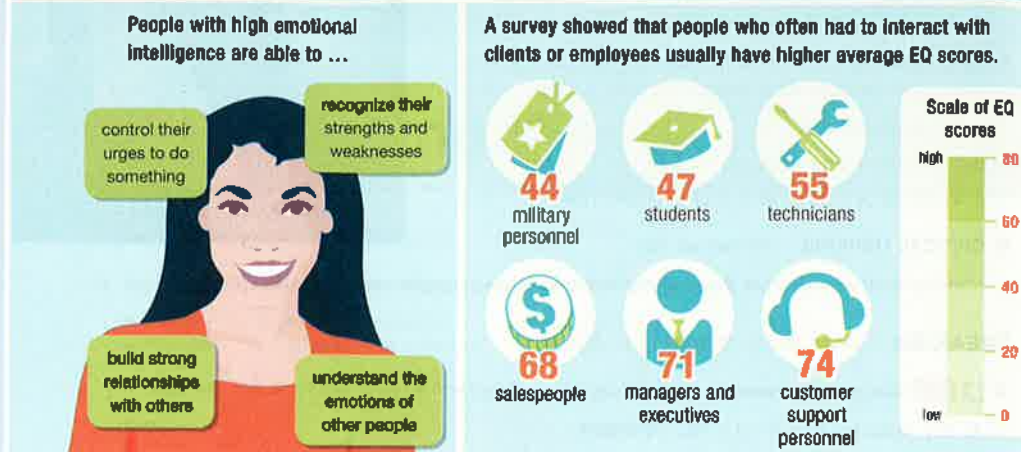
Go over the meaning and use of reported speech. Draw students' attention especially to the use of past tense in the sentences, even in the case of things that haven't happened

LANGUAGE FOCUS Discussing EQ and jobs

- A** ▶ **10.5** Read the information. Have you ever taken an EQ test? *Answers will vary.*

What is emotional intelligence?

Emotional intelligence is the ability to understand how people feel and react to things. It is also being able to use this ability to solve problems and make good judgments.



- B** ▶ **10.6** Listen to the conversation. Where did the speakers take their EQ tests?
The man took an EQ test at a job interview. The woman took her test online.
- C** ▶ **10.7** Watch and study the language in the chart.

Reporting other people's speech and thoughts

"We're going to do a study on EQ."	→ They said they were going to do a study on EQ.
"We'd like you to take an EQ test."	→ They asked me to take an EQ test.
"I have an interview next week."	→ He told me he had an interview next week.
"I'll be in touch after the interview."	→ She promised to be in touch after the interview.
"Remember to email me the document."	→ He reminded me to email him the document.

Some companies **believe that** people with good emotional skills make better workers.
Psychologist Daniel Goleman **thinks that** emotional intelligence is as important as cognitive intelligence.
According to researchers, there is no significant difference between men's and women's level of EQ.

For more information on **reported speech**, see Grammar Summary 10 on pages 189–190.

yet. Direct students to pages 189–190 for more information.

Grammar Note

A quote is direct speech. Reported speech or indirect speech is when you tell another person what someone said to you.

Reported speech and thoughts use verbs like *say, ask, tell, promise, and believe*. In reported speech, there may be changes in the word order, tenses, and pronouns. For example, *Tom is watching TV* becomes *He said that Tom was watching TV* in reported speech.

Some common tense changes are:

simple present	→ simple past
present progressive	→ past progressive
present perfect	→ past perfect
simple	→ simple
simple past	→ past perfect

When the direct quote is a request, promise, or advice, the infinitive follows the reported verb:

She promised to be in touch after the interview.

He asked me to call back next week.

- D** **10.6** Listen to the conversation in B again. Complete the sentences from the conversation.

- 1 "They just said they'd get in touch."
- 2 "They told me that the EQ test really helped them find people who are suited for the job."
- 3 "Well, I think you are good at dealing with people."

- E** Write the following sentences using reported speech. Use the correct form of the words in parentheses.

- 1 "Do you know the difference between EQ and IQ?"
He asked if I knew the difference between EQ and IQ. (ask)
- 2 "People with low EQ usually show less empathy."
He believes that people with low EQ usually show less empathy. (believe)
- 3 "We need people with good self-management skills."
They said they needed people with good self-management skills. (say)
- 4 "Remember to write a cover letter before sending your job application."
She reminded me to write a cover letter before sending my job application. (remind)

- F** Work with a partner. Take turns asking the questions below. Then share your partner's responses with another pair. *Answers will vary.*

- 1 What do you usually do in stressful situations?
- 2 Do you think you have a high EQ? Why or why not?

Andy said that he usually talks to someone when he's feeling stressed.

Sarah told me that ...



Being stuck in traffic can be a stressful situation for some people.

SPEAKING Talking about EQ in jobs *Answers will vary.*

- A** Work with a partner. Look at the list of jobs below. Color in the stars based on how important you think having a high EQ is for the job (1 star = least important).

☆☆☆☆☆ nurse	☆☆☆☆☆ CEO
☆☆☆☆☆ actor/actress	☆☆☆☆☆ waiter/waitress
☆☆☆☆☆ taxi driver	☆☆☆☆☆ journalist
☆☆☆☆☆ accountant	☆☆☆☆☆ salesperson
☆☆☆☆☆ politician	☆☆☆☆☆ computer programmer

- B** Share your ratings with the class, and explain why you think it's important for people in some jobs to have a high EQ.

We think it's very important for CEOs to have a high EQ because they need to ...

We think nurses need a high EQ because ...

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- D** Have students preview the task.

10.6 Play the audio/video. Have students work individually to complete the activity. Play the audio/video again to check answers.

- E** Have students work individually. Tell them to use the information in the language chart to help them, if necessary. Check answers as a class.

- F** Have students work in pairs. Read the questions aloud. Explain that pairs should first answer the questions with their own personal information. Tell students to take notes if necessary, since they will be reporting the answers to another classmate. Have students get into new pairs to report the information they heard. If time permits, have students switch pairs a few times. Alternatively, ask for volunteers to tell the class what their partner said.

SPEAKING

- A** Have students work with new partners. Give them enough time to go through each job. If necessary, elicit or explain the meaning of *accountant*, *politician*, *CEO*, and *computer programmer*. Alternatively, have pairs look up any unknown terms in the dictionary.

- B** Model the example with a volunteer. Explain that each pair needs to explain to the class what their thoughts are about one or two of the jobs listed. Point out that both partners should contribute.

- EXTENSION ACTIVITY** Have students go online to take an EQ test or an emotional intelligence quiz. Then have them share the results with a partner. Ask them to talk about what they agree with or disagree with in regard to the test results. If the test offers job suggestions, ask students to share what the recommendations are and what they think about them.

Language Note

EQ stands for *emotional quotient*, which is a score from a test that measures our ability to relate to and share emotions with others. As opposed to an IQ test, which measures logical reasoning, EQ tests measure our ability to consider and react to people's feelings. The term *self-awareness* refers to a person's ability to evaluate their own actions and motivations. Someone who is self-aware has a good understanding of their own emotions and character, and how it affects their decisions and their reactions.

An *IQ test* is an exam that measures *intelligence quotient*, or a person's ability to reason. The test asks a series of questions that require logical thinking to solve.

Emotion in technology

LESSON OVERVIEW

Aims: Read and comprehend an article about making technology that is emotionally intelligent; understand main ideas and details

Target Vocabulary: combine, comfort, companion, permission, privacy


Reading Summary: The ability of technology to recognize human emotions is becoming more advanced by the day. Many companies are now using software to recognize facial expressions and interpret a person's mood. Such technology could, for example, be used to assist blind people in daily life, or to allow robots and machines to recognize how we feel when we interact with them. However, some worry that recording and interpreting emotions could lead to a lack of privacy and freedom. Finding a way to ethically use our emotions without infringing on our personal rights, though, could take our experiences with technology to the next level.

PRE-READING

Read the question aloud. Give students less than one minute to skim the article to find the answers. Remind students to look at the title, pictures, and captions while they skim. If necessary, explain skimming in more detail.

Check answers as a class. Elicit the lines in the passage where students found the information. Note that most of the information about Paul Ekman's technology can be found in paragraph 3.

Have students read the entire passage, either silently or while listening to the audio/video.

 **10.8** Play the audio/video, if necessary.

10C Emotion in technology

PRE-READING Skimming

Skim the passage. How are some technology companies using Dr. Ekman's work? *They are using his work to create software that recognizes human facial expressions.*

10.8

1 People have long imagined a world where we interact with computers and robots as if they were normal human beings. Science fiction movies such as *Her* and *Chappie* show computers and robots that think and feel just like humans. While scenarios like these exist only in the movies for now, we may be getting close to making technology emotionally intelligent.

2 The first step toward this is understanding what emotions are. It's a complicated area of study. Scientists are often unable to define emotions in exact terms, even though we generally understand what people mean when they say they're sad or happy.

3 Back in the 1950s, few scientists studied emotion. But American psychologist Paul Ekman saw a lot of potential in this field. He began analyzing facial expressions, and compiled a list of over 5,000 muscle movements. These muscle movements **combine** to form our different expressions. His discovery of micro¹ expressions—facial expressions that last only a fraction of a second—allows us to read the emotions that people try to hide. A number of technology companies have now started to use Dr. Ekman's work to create software that recognizes human facial expressions. By analyzing thousands of different faces, the software learns to recognize different emotions with greater and greater accuracy.

4 There are many possible uses of emotion-sensing technology. Dr. Chieko Asakawa, a researcher at Carnegie Mellon University, has



been blind since the age of 14. She has been developing a smartphone app that might be able to help people with disabilities. Using the smartphone's camera and audio, the app helps the user navigate their environment. It also recognizes people's faces and facial expressions as they approach. Dr. Asakawa is working to refine the app to enable it to read people's moods.

5 Another use of emotion-sensing technology can be illustrated through human-shaped robots like Pepper. Launched in Japan in 2015,

Skill Note

Skimming involves reading quickly for main ideas. The first step of skimming includes quickly reading the title, subheadings (if any), captions, as well as looking at pictures. Then students should read the entire first paragraph quickly, then the first and last sentence of each paragraph, and finally the entire last paragraph. Explain that students should be reading very quickly, picking up on key words and phrases that can give them a general idea about what they want to know.



Pepper the robot is able to adapt its behavior to people's personalities and preferences.

Pepper is an interactive **companion** robot. It's capable of recognizing basic human emotions and responding appropriately. For example, it **comforts** someone when it senses the person is sad, or cracks a joke when the person is feeling playful. In Japan, Pepper is already serving customers in retail stores.

Although the idea of emotionally intelligent devices may sound fascinating, this technology can create some major challenges. The issue of **privacy** is something that many people, including

Paul Ekman, are concerned about. For example, as we walk on the streets, devices and scanners could record our facial expressions without our knowledge. This could allow many people to monitor or view our feelings without **permission**. It may leave us no control over who we share our feelings with. However, if we can negotiate² these challenges successfully, there could be many benefits for all of us if our devices become a little more human.

¹ micro: adj. tiny

² negotiate: v. get around something successfully

Language Note

A *scenario* (paragraph 1) is a situation or circumstance. The word is often used to talk about something that may happen.

The expression *explain in exact terms* (paragraph 2) means to give a detailed explanation about something.

When you see *(the) potential in* something or someone (paragraph 3), it means that you see that there is possibility for an exciting and positive outcome. It is usually used to refer to a long-term outcome.

A *companion robot* (paragraph 5) is built and designed to spend time with and interact with humans.

Content Note

The humanoid robot Pepper was made as part of a combined effort between French and Japanese robotic teams. The robot was first introduced in 2014. It speaks 19 different languages and costs around US\$2,000 (however, the price goes up considerably depending on what the robot is programmed to do). As of 2016, Pepper is being used in some retail stores and banks in Japan, and also as a hospital receptionist in Belgium.

UNDERSTANDING MAIN IDEAS

Draw students' attention to the direction line. Point out that students should choose based on the content in each paragraph which heading is best. Check answers as a class.

UNDERSTANDING DETAILS

Encourage students to try to complete the activity based on their first reading. Then have them scan the article to check answers.

EXTENSION ACTIVITY Have students work in pairs. Ask them to go online to find out more about Pepper. Tell them to make a commercial to sell Pepper. Explain that they should first decide their market (stores, people, companies, etc.) before writing the commercial script. Have pairs perform for other pairs or for the whole class.

BUILDING VOCABULARY

A Have students work individually to complete the activity. Check answers as a class. Elicit example sentences using each word. Write them on the board.

B CRITICAL THINKING Read the questions aloud as students read along. Have students work in pairs to brainstorm some ideas of groups or people that could benefit from emotion-sensing technology.

Ask pairs to share their ideas with the class. Then take a vote to see if students are in support of or against emotion-sensing technology.

Remind students of some useful phrases for discussing opinions by writing on the board: *I would say that ...; In my view, ...; I think the best part is ...; I agree, but I also think ...; I have a different opinion.*

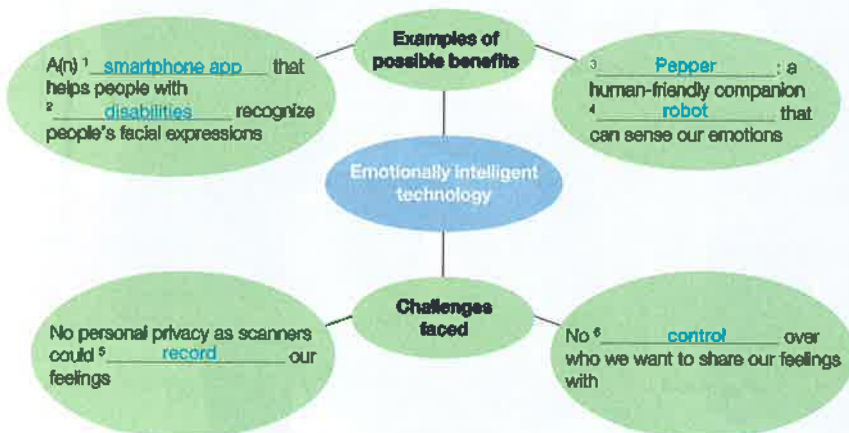
UNDERSTANDING MAIN IDEAS

Match the paragraphs in the passage to the most suitable headings.

- | | | |
|------------------|--|--|
| 1 Paragraph 3 | | Challenges and Concerns |
| 2 Paragraphs 4-5 | | The Beginning of Emotion Research |
| 3 Paragraph 6 | | Applications of Emotion-Sensing Technology |

UNDERSTANDING DETAILS

Complete the concept map about emotionally intelligent technology.



BUILDING VOCABULARY

A Complete the sentences. Circle the correct words.

- It's usually necessary to get someone's (privacy / permission) before taking their photo.
- The movements of our facial muscles can (combine / comfort) to express complex emotions, such as being sad and angry at the same time.
- A robot that is able to work and live alongside humans could make a good (companion / privacy) for people who live alone.
- When you (combine / comfort) someone, you make them feel less sad or worried.

B CRITICAL THINKING Answers will vary.

Applying Work with a partner. Besides the groups of people mentioned in the passage, who else do you think might benefit from the use of emotion-sensing technology? How could the technology help them?

I think people who want to improve their EQ could use this technology to ...

I believe this technology could help people who have difficulty with ...

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EXTENSION ACTIVITY Have students watch an online interview with Pepper or another emotion-sensing robot. Divide the class into groups and assign each group a different interview or different parts of each interview. Tell groups to watch the interview and report back to the class what Pepper said during the interview by using reporting speech. Ask students to also comment on whether they think the robot successfully senses emotions or not.

10D This app knows how you feel

TED TALKS

RANA EL KALIOUBY is a computer scientist and co-founder of a tech start-up. Her **mission** is to **humanize** technology; she's developing technology that is able to recognize even **subtle** facial expressions. She believes this kind of technology has the **potential** to benefit us in many ways.

Rana el Kaliouby's idea worth spreading is that by teaching computers how to register emotions, we can eventually bring more feelings into the digital experience and form personal connections with our devices.



PREVIEWING

Read the paragraphs above. Circle the correct meaning for each **bold** word (1–4). You will hear these words in the TED Talk.

- 1 If you are on a mission, you are working **(on a team / toward a certain goal)**.
- 2 To humanize something is to **(make it user-friendly / give it the characteristics of a person)**.
- 3 Something that is subtle **(is / isn't)** easily recognized.
- 4 If a person has a lot of potential, the person has **(the ability to do well / a lot of power)**.

VIEWING

A **10.9** Watch Part 1 of the TED Talk. Complete the timeline showing Rana el Kaliouby's experience. Note the events (a–d) on the diagram.

- a She formed a team to create technologies that can read and respond to our emotions.
- b She thought about how emotionally intelligent technologies could be useful for people.
- c She left Egypt to do a Ph.D. in computer science.
- d She found it frustrating that she couldn't communicate her emotions accurately online to her family.



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LESSON OVERVIEW

Aims: Watch and understand a talk about making emotion-sensing technology; practice giving a demonstration

Target Vocabulary: humanize, mission, potential, subtle

TED Talk Summary

Rana el Kaliouby shares a personal story about how she came to be committed to emotion-sensing technology. As a graduate student living in Cambridge,

England, far away from her family in Egypt, she was homesick and isolated and spending a lot of time in front of her computer. From this experience, she began to see the many benefits of having technology learn to read our emotions. The technology that she developed as a result is demonstrated for the audience, showing how a computer can recognize emotions through facial expression. El Kaliouby also shares some applications of this technology as well as what her team has learned from collecting online data about people's emotions.

10D

This app knows how you feel

PREVIEWING

Have students read the paragraphs. Tell them to pay attention to how each **bold** word is used in context in order to understand its meaning. Have students work individually before checking answers in pairs.

Remind students of the **Warm Up** preview clip. Tell them to use all the ideas and information they have learned about emotion-sensing technology so far in the unit to support their viewing of Rana el Kaliouby's TED Talk. If necessary, elicit additional example sentences of each vocabulary word.

VIEWING

A Have students preview the task. Tell students to listen carefully for the order of events.

10.9 Play Part 1 of the TED Talk. Check answers as a class.

Elicit some examples of ways we now have to show emotions while online. El Kaliouby shows one example, an emoji, something students also talked about in Unit 9. Ask students to comment on whether they think emojis are useful or not for helping to express emotions.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *intimacy*, *cyberspace*, and *homesick*.

- B** Have students preview the task.

▶ 10.10 Play Part 2 of the TED Talk. Check answers as a class or play the check-your-answers part of the video.

Ask students to work in pairs to summarize in their own words the demonstration they just saw. Ask partners to explain different parts of the app using the picture in the textbook.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *live demo* and *algorithm*.

- C** Have students complete the task before watching Part 3. Point out that they are guessing the results that the team found. Have students share and discuss their guesses in pairs.

▶ 10.11 Play Part 3 of the TED Talk and have students check their answers.

Ask students to comment on which results surprised them and why.

Elicit or explain the meaning of any additional unfamiliar language. Suggestions for Part 3 include *amass* and *quantify*.

- D** Have students preview the task.

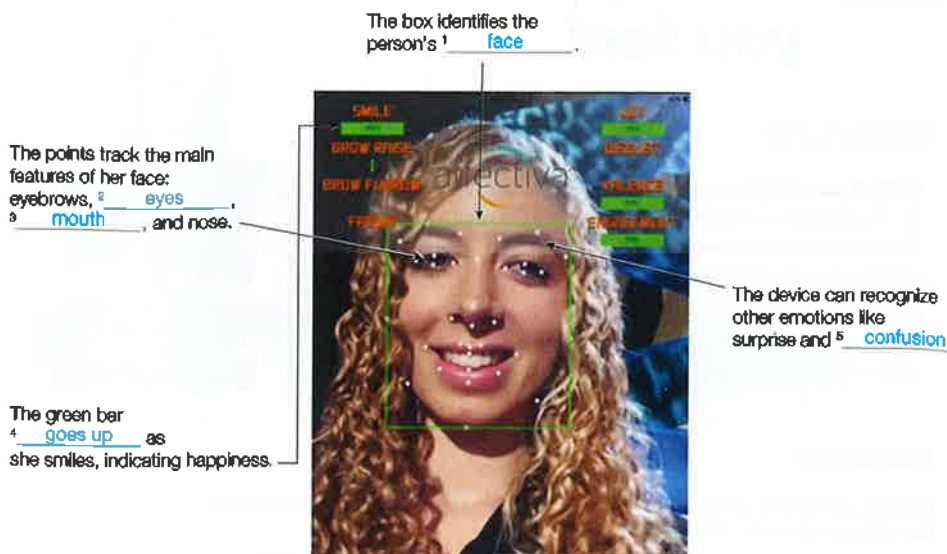
▶ 10.12 Play Part 4 of the TED Talk. Check answers as a class.

Elicit students' thoughts and opinions about the devices that were mentioned. Ask which devices they would like to try and why. Elicit or explain the meaning of unfamiliar language. Suggestions for Part 4 include *virality*, *close to my heart*, and *fight a losing battle*.

- E CRITICAL THINKING** Read the statements aloud. Ask students to think about which statement is closer to the speaker's message before discussing in pairs.

Check the answer by eliciting a class discussion. Ask students to give reasons to support their answers. Note that in closing her speech, el Kaliouby tells the audience she believes devices can bring us closer if they are able to interpret emotions.

- B ▶ 10.10** Watch Part 2 of the TED Talk. Complete the labels.



- C ▶ 10.11** Read the sentences below and predict the team's findings. Then watch Part 3 of the TED Talk and check your answers.

- 1 In the United States, women are 40 percent (more / less) expressive than men.
- 2 In the United Kingdom, women are (less expressive than / as expressive as) men.
- 3 Women in their 20s (frown / smile) a lot more than men the same age.
- 4 People are (more expressive in the morning / expressive all the time).

- D ▶ 10.12** Watch Part 4 of the TED Talk. Match each tech idea to its general purpose.

- | | | | |
|--------------------------------------|---|---|----------------------------------|
| 1 glasses that read emotions | ○ | ○ | safety |
| 2 apps that track your learning pace | ○ | ○ | education |
| 3 cars that detect if you're tired | ○ | ○ | health |
| 4 fridges that auto-lock | ○ | ○ | helping people with disabilities |

CRITICAL THINKING

Evaluating Work with a partner. Which statement best summarizes Rana el Kaliouby's conclusion?

- ① We should accept that we will use technology and devices more in the future. Instead of reducing the amount of time we spend on them, we should try to build emotions into technology.
- 2 Besides limiting how much we use digital devices, we should also make them more human.

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Language Note

Part 1

The noun *intimacy* refers to a close relationship. *Cyberspace* is a synonym for the Internet. Someone who is *homesick* is missing their home and family while away.

Part 2

The term *live demo* is a form of *live demonstration*.

An *algorithm* is a software operation that performs a task, such as calculating, or processing or recognizing facial expressions.

Part 3

The verb *amass* is a synonym for collect. To *quantify* something means to measure it.

Part 4

The term *virality* refers to going viral, meaning being shared by millions of people online.

When something is *close to your heart*, it has a special meaning for you.

To *fight a losing battle* means that no matter how hard you try to oppose something, you will not be successful.

VOCABULARY IN CONTEXT

- A** ▶ **10.13** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: b, 2: c, 3: c, 4: b, 5: a
- B** Work with a partner. How many years down the line do you think emotion-sensing technology will become a part of our reality? What are the advantages and disadvantages?
Answers will vary.

We rely on technology a lot these days, so I think ...

A few years down the line, emotion-sensing technology will definitely ...

PRESENTATION SKILLS Giving a demonstration

Use clear language when you give a demonstration to your audience. Here are some phrases to use.

So, we're going to ... / So, today, I'm going to ... / So, first of all, ...

(And) Then ... / Now ... / Next, ...

As you can see, ... / Can you see ...?

Finally, ...

- A** ▶ **10.14** Watch part of Rana el Kaliouby's TED Talk. Complete the sentences with the phrases she uses to give a demonstration.
- "As you can see, the algorithm has essentially found Cleo's face ..."
 - "So we're going to test the machine."
 - "So first of all, give me your poker face."
 - "So you can see the green bar go up as she smiles."
- B** ▶ **10.14** Watch again. What is the purpose of each sentence in A? Write the letters. Letters may be used more than once.

a giving an introduction b sequencing events c clarifying what's happening

1 c 2 a 3 b 4 c



Rana el Kaliouby's app is able to detect subtle expressions.

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- B** Have students preview the task.

- ▶ **10.14** Play the video. Check answers as a class. Note that each purpose listed is an important step in giving a clear and easy-to-follow demonstration.

Skill Note

Giving a demonstration is another technique to involve and engage an audience during a presentation. A *demonstration* shows an audience how something is done, in the process keeping them engaged in and informed about the topic at hand. Note that speakers often use demonstrations for technical subjects that are hard to explain otherwise. This is also why it is necessary to use clear language, such as the phrases in the language box, during the demonstration.

- **EXTENSION ACTIVITY** Ask students to write about a device they wish would be available in five years. Explain that the device must use emotion-sensing technology. Tell them to describe the device and its uses. Note that students can use this idea to present to their groups in **Lesson E**.

VOCABULARY IN CONTEXT

- A** ▶ **10.13** Play the video. Then play the check-your-answers portion.
- B** Read the questions aloud. Have students work in pairs to share answers. Note that the speaker says that she thinks in five years we will already be using emotion-sensing technology in every device. She gave her talk in 2015. Ask for volunteers to share their thoughts on her prediction.

PRESENTATION SKILLS

- A** Read the Presentation Skills paragraph **Giving a demonstration** aloud. Elicit any other demonstrations students have seen in the TED Talks in the book (for example, Kenneth Shinozuka's sock sensor in Unit 3). Have students preview the task.
- ▶ **10.14** Play the video. Have students check answers in pairs.

Emotion-sensing devices

LESSON OVERVIEW

Aims: Present a plan for a device; express opinions about emotionally intelligent technology

COMMUNICATE

- A** Divide the class into groups. Give each group time to brainstorm a few possible devices. Tell students to think about a device that would be useful to them. Note that *fridge* means refrigerator.
- B** Tell groups to choose one item from the ones they've brainstormed and start to describe what it does and how it helps. Tell groups to talk about how to introduce each function and the benefits of the device to the next group they will speak to.
- C** Have two groups get together and introduce the item and then have groups switch again to circulate the room. Alternatively, have new groups form from members of each group and do individual presentations. Encourage those presenting to role-play a demonstration if possible.
- D** If students did the presentation individually, ask the original groups to get back together and report how others rated them and any feedback they heard. Then have each group present these results to the class.

Read **Reporting language** aloud. Point out that the expressions in the box are formal, but they can be used for reporting results from both formal and informal surveys. Remind students to also use the reporting verbs that they learned in **Lesson B**.

10E Emotion-sensing devices

COMMUNICATE Applications of emotion-sensing technology *Answers will vary.*

- A** Work in groups. Come up with an idea for an emotion-sensing device. Some ideas for devices are given in the box.

fridge car smartphone desk lamp glasses TV

- B** Think about what the device will do. Why is there a need for it? How will it help people?

A lamp that dims the light when it senses that we're tired can help us relax and get ready for bed at night.

- C** Share your idea with three other groups. Get them to rate your creation and give reasons for their answers. Note their responses in the chart.

Ratings: 1 – Yes, it would be great! 2 – Yes, it may be a good idea. 3 – No, probably not. 4 – No, absolutely not!

Group	Rating	Reason

- D** Take turns reporting the results of your survey to the class. What did people like best about your idea? How could you improve on it?

Reporting language

Based on the results, ...

What we've found is ...

The majority of people feel that ...

Looking at the survey results, ...

WRITING Expressing an opinion *Answers will vary.*

Do you think there is a need for technology to be able to recognize emotions? Use one example of a tech device in this unit to support your view. Explain how it could be beneficial, or highlight any concerns.

I think technology that is able to recognize human emotions could be useful. For example, a car that can sense when we are tired might be able to improve road safety.

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A driver-fatigue warning sign in Australia

WRITING

Read the question. Explain that students will write about one specific device from the unit to support their view. Point out that if they don't think emotion-sensing technology is a good idea, they should discuss the negative points, including predictions of what could happen.

Read the model paragraph. Point out that in the example the writer gives a clear opinion in the first sentence, and

then supports that opinion with the example of the device. Remind students of some useful phrases for sharing opinions: *I would say that ...; In my view, ...; I think the best part is ...*

➔ **EXTENSION ACTIVITY** Have students get into groups with others who have chosen the same device, if possible. Tell them to share their opinions and have an informal debate about whether the device is beneficial or not.

11 Leaders and Thinkers



Richard Branson
Entrepreneur, TED speaker

“I learned early on that if you can run one company, you can run any company.”

UNIT GOALS

In this unit, you will ...

- talk about business and leadership.
- read about lessons in business management.
- watch a TED Talk about Richard Branson's ideas on succeeding in business.

WARM UP

▶ **11.1** Watch part of Richard Branson's TED Talk. Answer the questions with a partner.

- 1 Have you heard of the Virgin Group? Do you know any Virgin companies? *Answers will vary.*
- 2 What business leaders would you like to meet? Why? *Answers will vary.*

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UNIT GOALS

The unit focuses on leaders in business. Students will read about, listen to, watch, and discuss interesting entrepreneurs from around the world. They will learn language to talk about business management, as well as language useful for storytelling. By the end of the unit, they will be introduced to a range of values and principles in business, and be encouraged to think about and express their own personal philosophies as leaders.

TED Speaker

Richard Branson is a world-famous entrepreneur who has developed the global Virgin brand.

TED Talk Summary

In an interview on the TED stage, Branson shares what he's learned during his decades running multiple businesses. He talks about various formative experiences over the years, and how taking risks has led him to both success and failure.

Idea Worth Spreading

Reaching business success involves also experiencing many failures and recoveries.

11

Leaders and Thinkers

WARM UP

Have students look over the picture, caption, and quote on the page. Ask students to raise their hands if they have heard of Richard Branson. Point out that students have read about one of Branson's companies in the Unit 8 reading passage (Virgin Galactic). Ask them to make some guesses about Branson's personality based on the fact that he owns a space travel business.

▶ **11.1** Play the preview clip of the TED Talk.

For question 1, have students work in pairs to list the Virgin companies that they know. Then elicit and check names. Some of the better known companies in the Virgin Group include: Virgin Atlantic/America, Virgin Galactic, Virgin Cruises, Virgin Mobile, Virgin Money, Virgin Radio, Virgin Vacations, and Virgin Unite.

For question 2, note that answers will vary greatly depending on students' knowledge and interests. Tell students to explain who the business leader is or what the business is, and what they would ask if they could meet him or her. Explain that if students only know the company and not the leader's name, they can say *I'd like to meet the head of (company name).*

➡ **EXTENSION ACTIVITY** Have students work in groups to visit the Virgin website to gather some more information about one Virgin business. Check that no groups chose the same business to research. Then have each group report back to the class about the business.

11A

Business leaders

LESSON OVERVIEW

Aims: Learn language for talking about business management; listen to someone talk about starting a new business; practice talking about what makes a good leader

Target Vocabulary: career, go against a competitor, manage staff, reputation, run a company, ruthless, take a risk, work out a business strategy

VOCABULARY

- A** Have students work individually to complete the sentences.
- ▶ 11.2** Play the audio/video to check answers as a class. Explain the vocabulary words.
- B** Have students work individually before checking answers as a class. Elicit additional sentences using each vocabulary word. Ask students to give example sentences using a business owner they know.
- C** Give students time to read the questions and think about their answers before discussing. Model the conversation with a volunteer. Point out that the first speaker mentions the kind of business he'd like to run. Tell students that they should also give reasons for they would or wouldn't like to run a company. Encourage students to give examples of risk-taking in business.



Howard Schultz, CEO of Starbucks, with employees in Mexico

11A Business leaders

VOCABULARY Doing business

- A ▶ 11.2** Complete the sentences using the words in the box. Then listen and check your answers.

reputation	careers	manage staff	run a company	ruthless
------------	---------	--------------	---------------	----------

- Some people believe that to get to the top, you may have to be ruthless.
- Many entrepreneurs gave up successful careers to start their own businesses.
- If you can manage staff well and take care of their needs, your company is more likely to grow.
- It's very important for companies to protect the reputation of their businesses.
- It takes a lot of hard work to run a company successfully and grow it into a global business.

- B** Match the words to form phrases.

- | | | | |
|--------------|---|---|---------------------|
| 1 start | ○ | ○ | a competitor |
| 2 take | ○ | ○ | a business |
| 3 work out | ○ | ○ | a risk |
| 4 go against | ○ | ○ | a business strategy |

- C** Work with a partner. Would you like to run a company? How comfortable are you with taking risks? *Answers will vary.*

I'd like to run a small website design business.

I don't think I'm interested in running a company.

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- ➔ EXTENSION ACTIVITY** Have students work individually to write more about being a boss. Ask them to pretend that they are the head of a company. Tell them to write about one day in their life as the head of a company and everything they do. Then have them compare with a partner. Go over the sequence words in **Listening** before students start writing.

LISTENING Starting a business

Listening for sequence of events

Time expressions help us understand the order of events.

After I graduated, ... Since 2005, ... Then I went to ...

- A** ▶ **11.3** Watch entrepreneur Priscilla Shunmugam talk about her journey to start her own business. Order the events from 1 to 5.

- 3 She traveled to London.
- 1 She practiced law for a few years.
- 5 She started Ong Shunmugam.
- 2 She was dissatisfied with her career.
- 4 She learned how to sew and took courses in fashion design.

- B** ▶ **11.4** Watch the rest of the interview. What personal goals does Shunmugam mention?

- ☒ to preserve traditional Asian history through her designs
- ☐ to explore Western designs in her dresses
- ☒ to be a mentor to aspiring designers
- ☐ to start a design school

C CRITICAL THINKING Answers will vary.

Predicting Work with a partner. What kinds of challenges do you think Priscilla Shunmugam faced when she set up her business?



A model wearing one of Priscilla Shunmugam's designs.

SPEAKING Talking about what makes a good leader

- A** ▶ **11.5** Which speaker do you agree with more? Answers will vary.

A: What do you think makes a good leader?

B: I think my manager at my previous job was a good leader. He was always confident in his decisions.

A: Yeah, I guess that's pretty important.

B: And I think you have to care about the people who work for you.

A: Really? But there are lots of ruthless leaders out there.

B: Maybe, but people won't like working with them. Great leaders need to be able to inspire people. I think that's the most important thing.

- B** Practice the conversation with a partner.

- C** Work with a partner. What qualities do you think are most important for a leader? Why? Use the expressions in blue above to help you. Answers will vary.

I think one quality every leader should have is passion.

Definitely. In my opinion, a good leader also needs to be humble.

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LISTENING

Read **Listening for sequence of events** aloud. Complete the examples given in the box; for example, *After I graduated, I worked as an engineer*. Ask students to identify the order of the events in your sentences. Elicit more examples of time expressions.

- A** Give students time to preview the task. Ask students to raise their hands if they've ever visited a shop opened by a fashion designer.

- ▶ **11.3** Play the audio/video. If necessary, play the audio/video again before having students check answers in pairs.

Elicit any time expressions that students heard in the audio/video (*since 2010; so in 2008; during my time there; after coming back*). Note that at the end she talks about future events with the expression *over the next ten years*.

- B** Give students time to preview the task.

- ▶ **11.4** Play the audio/video. Check answers as a class.

- C CRITICAL THINKING** Explain that students will have to infer some of the challenges based on the information that they heard in the video in addition to any background knowledge that they have about business. Shunmugam likely faced some challenges in finance, marketing, and staffing, as well as pressures from people who discriminated against her because of her lack of a fashion background, or her age, or gender. Note that students will listen to another interview with Shunmugam in **Lesson B** in which she talks about the challenges she faced.

SPEAKING

- A** Have students preview the question. Point out that there is no correct answer. Ask them to read along as they watch/listen.

- ▶ **11.5** Play the audio/video. Have students discuss their answers in pairs, or start a class discussion.

Point out the expression *I guess* and explain that this is a useful way to casually agree with someone. Variations include: *I guess that's true; I guess you're right; I guess so*.

- B** Model the conversation. Then have students work in pairs and alternate between A and B roles.

- C** Give students time to think over their opinions and ideas. Encourage them to write some short notes to refer to during their discussions. Model the examples, pointing out the language used to introduce an opinion (*I think ...; In my opinion, ...*).

- ➕ **SUPPORT** Have the class brainstorm a list of possible qualities. Write a word web on the board for students to refer to as they discuss.

- ➡ **EXTENSION ACTIVITY** Have students go online to visit Shunmugam's clothing store. Have them work in small groups to share their impressions of the business that she has built.

Being a leader

LESSON OVERVIEW

Aims: Understand an infographic about CEOs; talk about obligation and giving advice; do a role-play as a CEO and a journalist

Infographic Summary: Students are introduced to some basic statistics about CEOs in the top U.S. companies. The average CEO age range is 35–44, but most started their first companies at age 27. Only a small percentage work over 100 hours a week, and most were more motivated by the desire to be entrepreneurs than by the actual idea behind their businesses.

LANGUAGE FOCUS

- A** ▶ **11.6** Play the audio/video as students read along. Then give them additional time to look over the infographic. Have each student write at least one question. Then elicit their ideas.

Content Note

Elon Musk is the CEO of Tesla Motors and SpaceX. Mark Cuban owns TV networks and sports teams in the United States. Bill Gates is the founder of Microsoft and a well-known philanthropist.

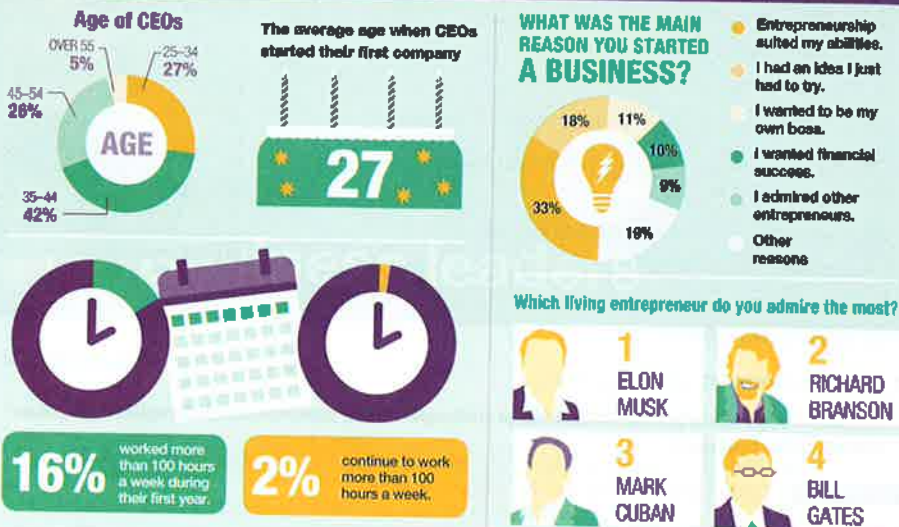
- B** Read the question aloud. Remind students that they watched a video about Shunmugam in **Lesson A**.
- ▶ **11.7** Play the audio/video. Elicit the answer to the question. Ask students how her answers compared to their ideas in **Critical Thinking** in **Lesson A**.
- Elicit answers to more detailed questions about the audio/video. Ask: *What three areas did she struggle with most?* (money, connections, experience) *Did her family and friends support her at first?* (no) *What couldn't she afford to buy when she was starting her business?* (cheap toiletries and makeup) *How many hours does she sleep a night?* (4–5 hours)

LANGUAGE FOCUS What makes a CEO?

- A** ▶ **11.6** Read the survey results. What other questions would you ask the CEOs? *Answers will vary.*

A survey of 500 CEOs

A survey of CEOs from the top 500 private companies in the United States shows the following results.



- B** ▶ **11.7** Watch an interview with Priscilla Shunmugam. What challenges did she face when she first started her business? Discuss with a partner. *She didn't have any money, connections, or experience. She also had to give up two serious relationships and her dreams of starting a family in her 20s.*
- C** ▶ **11.8** Watch and study the language in the chart.

Talking about obligation and giving advice

The government **should** encourage people to support local businesses.
 Leaders **have to** be good communicators.
 Managers **need to** motivate their employees to do well.
 I think companies **must** always plan ahead.

If you want to run a company, you **shouldn't** be afraid of making hard decisions.
 People **don't have to** have a lot of experience in business to start their own company.
 You **don't need to** be rich to be happy.
 Even when things don't go according to plan, you **mustn't** give up.

For more information on **modals of necessity**, see Grammar Summary 11 on page 190.

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- C** Have students read over the language chart and pay attention to the verbs in blue.
- ▶ **11.8** Play the audio/video. Go over the meaning and use of language for talking about obligation and giving advice. Direct students to page 190 for more information.

Grammar Note

The language chart introduces modals of necessity—**have to**, **need to**, and **must**—which are used for obligation and are followed by the bare infinitive.

If you **have to** do something, there is an obligation or a necessity to do it. The examples in the chart talk about the obligation to be a certain way: *have to be good communicators*, *need to motivate*, *must plan ahead*.

The chart also reviews modals for giving advice—**should**, **shouldn't**, and **must**. Advice is usually addressed directly to someone, so the subject *you* is commonly used: *You must stop doing that*.

D ▶ **11.7** Watch the interview in B again. Complete the sentences from the interview.

- 1 "So I had to be my own supporter and my own critic, and make it work."
- 2 "I understand that we need to make sacrifices for what we believe in. We have to be brave and make hard decisions when needed."
- 3 "Opportunities don't always come along, so when you have one, you should grab it."

E Complete the sentences. Circle the correct words.

- 1 Leaders (mustn't / don't have to) know how to do everything, but they (could / should) be able to recruit the right people.
- 2 Businesses (could / must) be creative in order to attract more customers.
- 3 You (couldn't / shouldn't) just focus on the negative aspects of the job—there are lots of good points, too.
- 4 When you have a large and complicated project, you (need to / don't need to) break it down into small tasks.

F ▶ **11.9** Complete the information. Circle the correct words. Then listen and check your answers.

As the CEO of electric car company Tesla and rocket company SpaceX, Elon Musk is one of the world's most innovative business leaders. He believes that we should / could create companies that tackle environment issues such as global warming. He also thinks that the price of oil has to / doesn't have to be raised to discourage people from using it; instead, we need to / mustn't use energy in a sustainable way.

Musk is already looking far into the future. He believes that humans may have to / could live on other planets eventually. SpaceX aims to make it possible for us to travel to and live on Mars one day. The goals Musk has set aren't easy to achieve, but he is determined. "If something is important enough, even if the odds are against you, you should / don't have to still do it," he says.



Elon Musk (right) speaking with a NASA employee

SPEAKING Interview with a CEO

A Work with a partner. You are going to do an interview. **Student A:** Read the information below. **Student B:** Turn to page 170.

Student A

You are the CEO of a small company. Think about your role; your company, what makes your company unique, your main goals, what you need to do, and the challenges you face. Note your ideas. A journalist will interview you.

B Conduct the interview. Take turns asking and answering the questions. *Answers will vary.*

What are the future goals of your company?

We're working to make electric cars more popular.

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SPEAKING

A Assign each student role A or B. Give students time to study the information about their role. Have students write some notes about what they want to talk about in their interviews.

B Explain that students are going to be both journalists and CEOs. Tell them to take turns asking each other questions. If necessary, elicit a list of questions to support the students' discussion. Possibilities include:
*Tell us some more about your company.
 Where do you see your company in five years?
 What are you currently working on?
 What are some of the challenges you face?*

D Have students read the sentences.

▶ **11.7** Play the audio/video. Check answers as a class.

E Have students work individually. Tell them to refer back to the language chart for support. Check answers as a class.

F Have students work individually.

▶ **11.9** Then play the audio/video to check answers. Note that the paragraph gives more details about Elon Musk, one of the entrepreneurs mentioned in the infographic on page 142.

EXTENSION ACTIVITY Have pairs search online for more about Mark Cuban, Bill Gates, or another CEO from the top 500 companies in the United States. Tell them to write a paragraph similar to that in Activity F, using the language in the chart to talk about obligation. Have students read their paragraphs to the class. Ask the class to check each other's language use.

11C

Lessons in business

LESSON OVERVIEW

Aims: Read and comprehend an article about Richard Branson and his business principles; understand main ideas and details

Target Vocabulary: on the lookout, pledge, principle, take action, win over

Reading Summary: Richard Branson is one of the most well-known entrepreneurs in the world. Although he has started over 400 companies, not all of Branson's ventures have been successful. He takes risks in a variety of industries, and not all have paid off—such as Virgin Cola, which failed to do well against the competition. Branson is equally committed to making life about more than business, and his dedication to pursuing adventure, supporting charitable causes, and being with his friends and family helps make him an entrepreneur who isn't just successful but happy as well.

PRE-READING

A Read the question aloud. Then give students less than 30 seconds to find the answer. Check answers as a class. Remind students that they talked about some of Branson's companies in the **Warm Up** discussion. Point out the picture on the page showing one company, Virgin Money.

Have students read the entire passage, either silently or while listening to the audio/video.

▶ 11.10 Play the audio/video as students read along. Explain any key terms that students might not be familiar with.

11C Lessons in business

PRE-READING Scanning

Scan the first paragraph. How many businesses has Branson created over the course of his career? 400

11.10

The Virgin brand can be seen all over the world, offering almost every type of service or product imaginable—from mobile communication to travel to fitness. The founder of this global brand, Richard Branson, is no stranger to entrepreneurship. At 16, he started his first business, advertising records in a magazine called *Student*. From there, he went on to create Virgin Records, a successful chain of record stores.

Fast-forward 50 years and 400 companies: Branson is one of the biggest names in business. To understand his success, it's worth taking a look at some of the business **principles** the self-made billionaire has followed as he built his empire.

Branson is always **on the lookout** for ways a service or product could be improved; it doesn't matter if the industry is one he isn't familiar with. More importantly, his principle is only to go into a new industry when it is possible to give consumers something different. Virgin Money, for example, is unlike a traditional bank. Besides providing regular banking services, there are lounges for all customers. These lounges are designed like living rooms, where customers can watch TV, have a drink or snack, or borrow an iPad. The aim is to create a personal relationship with customers by making them feel comfortable.

Like most entrepreneurs, Branson isn't afraid of taking risks to expand his business. But he has had failures along the way. In 1994, Branson launched Virgin Cola in an attempt to compete with big companies such as Coca-Cola and Pepsi.



Virgin Money's lounges function as community spaces. Local communities can request to use them for meetings or events at no cost.

However, Coca-Cola **took action** immediately—doubling the amount of money it spent on advertising. It was difficult to **win over** customers, and, in the end, Virgin Cola had to make a quiet exit. But Branson takes failures in his stride.² "Failure is a necessary part of business," he says, "so it's incredibly important for all entrepreneurs and business leaders to know when to call it a day,³ learn from their mistakes, and move on, fast."

For Branson, life is about more than work; his number one rule is to have fun. As with his

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Skill Note

Scanning involves reading quickly for specific information, whereas skimming is done to get a main idea. With scanning, students should look for words that will help them find the information they need. For example, if they are looking for a number, such as in the case here, they should scan the content quickly looking only for numbers to try to find the one they need.



Content Note

Branson's first business, a magazine called *Student*, failed. The magazine didn't do well enough to survive, but its advertisement pages helped launch Branson's next business, a mail-order music business that eventually grew into Virgin Music.

Some other failed businesses include Virgin Brides, which sold wedding dresses; Virgin Cars, which sold cars exclusively online; Virgin Pulse and Virgin Digital, which tried to compete with Apple's music products; and Virgin Student, which was an online social-media-type site (before Facebook) that never gained popularity.

businesses, he is completely committed to his hobbies, such as adventure sports. Traveling on the Virgin Atlantic Flyer—the largest hot-air balloon ever made—he set two world records: one for being the first to cross the Atlantic Ocean, and another for crossing the Pacific.

Branson is also enthusiastic about charity work. He has **pledged** to give half his fortune away, and in 2004 he set up Virgin Unite, a nonprofit organization. Virgin Unite brings together people from all over the world to tackle a range of issues—from improving

basic human rights to climate change—with the overall goal of making the world a better place.

So what is the secret? Richard Branson sums it up: "Stuff really is not what brings happiness. Family, friends, good health, and the satisfaction that comes from making a positive difference are what really matter."

¹ empire: *n.* a group of countries or businesses that are controlled by a single government or person

² take ... in his stride: *v.* to accept something without being emotional

³ call it a day: *v.* to stop doing something

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Language Note

Someone who is described as *self-made* (line 13) did not inherit their wealth but worked hard to build it on their own. The term *self-made millionaire* is also commonly heard.

A *lounge* (line 22) is a room for relaxing, usually with comfortable sofas or chairs.

The expression *launch a business* (line 31) is a synonym for the vocabulary term in **Lesson A** *start a business*.

The expression *what really matter* (line 61) means what is most important.

UNDERSTANDING MAIN IDEAS

Have students work individually. Check answers as a class. Explain that each business is used by the author as an example of an important way of thinking for a business leader. Ask students if they are familiar with any of the businesses. Have them share what they know.

UNDERSTANDING DETAILS

Encourage students to answer the questions based on their first reading. Then give them time to check their answers by referring to the reading. Elicit the line numbers where students found the answers.

➡ EXTENSION ACTIVITY Have students work in pairs. Ask them to go online and find an interesting picture of Richard Branson. Tell them to describe the picture to the class and explain what it tells them about his personality and leadership style.

BUILDING VOCABULARY

A Ask students to go back to the reading passage to see how each word is used in context. Have students work individually to complete the activity before checking answers as a class.

B Have students work individually before checking answers in pairs. Elicit example sentences on the topic of entrepreneurship for each of the remaining vocabulary words (*principles, take action*).

C CRITICAL THINKING Read the question aloud as students read along. Give students a few minutes to refer to the article. Ask them to also discuss whether or not they agree with what Branson is saying about "stuff."

Write the quote from Branson on the board: *Stuff really is not what brings happiness.*

Check answers by eliciting a class discussion about the meaning of *stuff*. Branson is referring to material goods. Even though he is a billionaire with many luxury items, he insists that his happiness comes from his loved ones and from knowing that he affects people positively with his work.

UNDERSTANDING MAIN IDEAS

What principles do the following illustrate? Match.

- | | | | |
|-------------------------|---|---|------------------------------------|
| 1 Virgin Money | ○ | ○ | Be a force for good. |
| 2 Virgin Cola | ○ | ○ | Recognize and learn from mistakes. |
| 3 Virgin Atlantic Flyer | ○ | ○ | Differentiate yourself. |
| 4 Virgin Unite | ○ | ○ | Enjoy what you do. |

UNDERSTANDING DETAILS

Choose the correct options.

- 1 Virgin Records was Richard Branson's first _____.
a business b major failure **c major success**
- 2 Virgin Money's lounges create _____ spaces for customers to relax in.
a creative b green **c informal**
- 3 Virgin was unable to achieve success in the soft drink industry because _____.
a it couldn't attract enough customers
b customers found its product too expensive
c customers complained about the taste of its drink
- 4 Which of these words best describes Richard Branson?
a careful **b adventurous** c serious

BUILDING VOCABULARY

A Match the words in blue from the passage to the definitions.

- | | | | |
|------------------|---|---|--|
| 1 principles | ○ | ○ | did something |
| 2 on the lookout | ○ | ○ | rules or beliefs that influence behavior |
| 3 took action | ○ | ○ | alert to |
| 4 win over | ○ | ○ | promised to do something |
| 5 pledged | ○ | ○ | succeed in getting someone's support |

B Complete the sentences using the words in A.

- 1 Companies have to offer something innovative and different to _____ win over customers.
- 2 Government and business leaders have _____ pledged to do what they can to limit global warming.
- 3 To become a trendsetter in an industry, you have to be _____ on the lookout for new business ideas.

C CRITICAL THINKING *Answers will vary.*

Inferring Work with a partner. What do you think Richard Branson means by "stuff"?

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Encourage students to think about what kind of stuff is important for happiness; for example: food, shelter, and so forth.

★ CHALLENGE Ask students to discuss how the meaning of the quote changes when it is said by a poor person instead of a billionaire.

➡ EXTENSION ACTIVITY Have students work in small groups to go online and find out about another failed business of Branson's, like Virgin Cola. Tell them to gather some information about the business, and decide what lessons Branson might have learned. Then have groups present their ideas to the class.

11D Life at 30,000 feet

TED TALKS

Virgin founder **RICHARD BRANSON** owns a group of more than 400 companies. He has **dyslexia** and this made it more difficult for him to **grasp** concepts at school. However, by being **inquisitive** and open to challenges, Branson has managed to make his business a great success, effectively proving wrong any **stereotype** people might have of dyslexia.

Richard Branson's idea worth spreading is that succeeding in business means a lifetime of taking risks, failing, and picking yourself up again.



TED TALKS

PREVIEWING

Read the paragraphs above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

- | | |
|--|--------------------|
| 1 understand | <u>grasp</u> |
| 2 curious | <u>inquisitive</u> |
| 3 a reading disorder | <u>dyslexia</u> |
| 4 an idea of a person or thing that is usually untrue or overly simplified | <u>stereotype</u> |

VIEWING

▶ 11.11 Watch Part 1 of the TED Talk. Answer questions 1 to 3.

- According to Branson, what is the best way to run a company?
 - Learn from the best people in the industry.
 - Have a clear organizational structure and workflow process.
 - ☒ Hire the right people and inspire them to do well.
- What does Branson mean when he says he loves to turn the status quo upside down?
 - He is easily bored with the way things are.
 - ☒ He tries something completely new or does things in a different way.
 - He thinks that office designs need to be unique.

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LESSON OVERVIEW

Aims: Watch and understand an interview; observe how to quote people

Target Vocabulary: dyslexic, grasp, inquisitive, stereotype

TED Talk Summary: Branson talks about his business experiences in a question-and-answer session with the

TED moderator. In a relaxed interview, Branson shares stories and offers insights that he's learned over his decades as an entrepreneur. He says that both being curious and finding the right people to work for him have helped him gain success. He also points out that he experiences struggles because of his dyslexia, which sometimes affects his understanding of business even now, but this doesn't stop him.

11D

Life at 30,000 feet

PREVIEWING

Have students read the paragraphs individually. Remind students that they saw the preview video of the TED speaker in the **Warm Up**, and read about him in **Lesson C**. Check answers as a class, eliciting sample sentences for each vocabulary word. Ask students if they know any more about **dyslexia**. Have them share what they know with the class. See **Language Note** on page 148.

Explain that this TED Talk is a question-and-answer session, which is different from what students have watched up to this point in the textbook.

VIEWING

A Have students preview the task. Point out that the question format is similar to comprehension questions on exams such as TOEFL and TOEIC. Note that the answer choices paraphrase what students heard in the video, which will require an understanding of overall meaning.

▶ 11.11 Play Part 1 of the TED Talk. Then have students watch the check-your-answers part of the video.

Ask students to explain why Branson seemed surprised by the first question that the moderator asks. Note that he says that the TED rules say that you can't talk about your own businesses, so he jokes that he can break the rules now since the moderator asked him about it directly.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *kick me off*, *draw out*, and *the status quo*.

- B** Have students preview the task. Give them enough time to look over all three illustrations.

11.12 Play Part 2 of the TED Talk. Check answers as a class.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *net income* and *gross income*.

Ask students to work in pairs to put the analogy in the picture into their own words to explain the difference between net and gross income.

- C** Have students preview the task.

11.13 Play Part 3 of the TED Talk. Have students check their answers in pairs first. Then check as a class. Elicit further explanation about each point.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 3 include *dark side*, *knifing (someone) in the back*, and *tread over*.

- D CRITICAL THINKING** Read the question aloud. Point out that students can use the principles mentioned in Activities **A** or **C**, or those in **Understanding Main Ideas of Lesson C**. Ask students to talk about why that principle appeals to them and how they can apply it to their lives.

- EXTENSION ACTIVITY** Have students work individually to write more about the principle that they talked about in **Critical Thinking**. Tell them to explain how they use this principle in their careers or daily lives now and/or how they want to apply it going forward. Have them share what they wrote with a partner.

Language Note

Part 1

When someone is *kicked off* or *kicked out*, they are asked to leave because they were misbehaving. A person can be *kicked off* a team or *kicked off* a project. If a person is asked to leave a physical location, such as an office or restaurant, they are *kicked out*. However, in the case of being on a stage, like Branson is, *kicked off* is used.

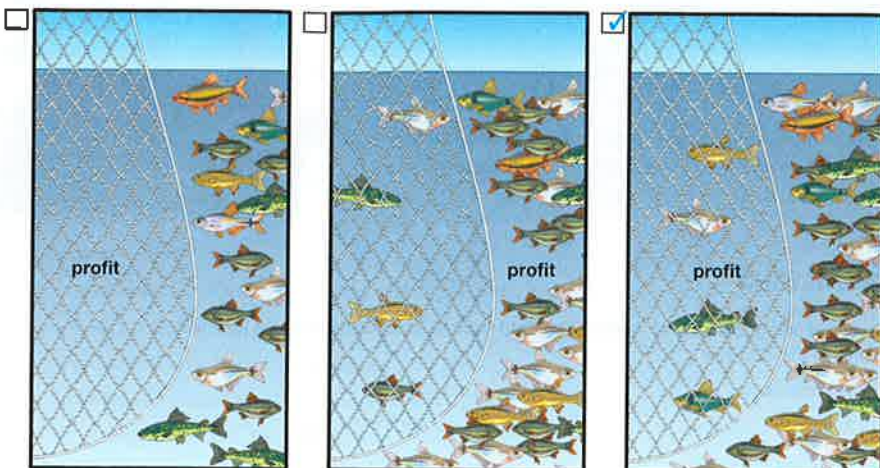
The verb phrase *draw out* is a synonym for *bring out*.

The *status quo* refers to what is typical at the moment. For example,

- 3** How does Branson get ideas for new companies?

- a by researching the strategies of rival companies
- b by talking to people from various industries
- c** by constantly thinking about how he could improve things

- B** **11.12** Watch Part 2 of the TED Talk. Which diagram below illustrates the analogy Branson describes?



- C** **11.13** Watch Part 3 of the TED Talk. Check (✓) the statements that best describe Richard Branson's business philosophy.

- ☐ It's important to build friendly relationships with other companies.
- ☒ Maintaining a good reputation is essential.
- ☐ You should keep track of your competitors' actions.
- ☒ Treat people well and in a fair way.
- ☐ Sometimes you have to be ruthless in business to succeed.

- D CRITICAL THINKING** Answers will vary.

Evaluating Work with a partner. Which of Richard Branson's business principles do you think is the most surprising? Why?

It's surprising that Branson's number one rule is to have fun. I always thought of CEOs as serious people.

Yeah, I think CEOs really need to love what they do.

Branson was not happy with the typical experience for airline passengers and thought he could do a better job, which is why he started his airline company.

Part 2

A *dyslexic* person struggles with interpreting words and numbers. For example, they may see the words or numbers in reverse order. Dyslexia is considered a type of learning disability. There is no cure for it, but people can learn to manage it.

Gross income is the amount someone or a business makes over a year, prior to taxes or deductions.

Net income is the amount made after deductions, which is the actual profit.

Part 3

When the moderator asks about the *dark side*, he's referring to being unkind, cruel, or ruthless in business.

The expression *knife (someone) in the back* is used to describe the act of betraying someone.

To *tread over* means to treat someone badly. The expression *walk all over* is also used in this way.

VOCABULARY IN CONTEXT

- A** **11.14** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1: c, 2: a, 3: a, 4: a, 5: b
- B** Complete the sentences using the expressions in the box.

give it a go work it all out draw out knifing people in the back take on

- Great leaders are able to draw out people's strengths and help them realize their potential.
- Disagreements with your business partners are unavoidable, but when they happen, you should have a discussion to work it all out.
- Entrepreneurs usually have to be willing to take on challenges.
- You may be able to achieve success by knifing people in the back, but soon people won't want to work with you.
- If you're really interested in something, you shouldn't be afraid to give it a go.

PRESENTATION SKILLS Quoting people

To make your presentation more interesting, you can quote what someone else has said when sharing a story or an example.

- A** **11.15** Watch part of Richard Branson's TED Talk. Choose the correct options.
- Who did Branson quote?
☒ a someone from his company ☐ b a family member
 - What did he use the quote to describe?
☐ a his business philosophy ☒ b how he learned a business concept
- B** **11.16** Watch the excerpts from three other TED Talks. How do the speakers introduce the quotes? Complete the missing words.
- The captain waved me over. He said, "Bezos, I need you to go into the house. I need you to go upstairs, past the fire, and I need you to get this woman a pair of shoes."
 - The people who lived there really hated it. They said, "What did you do? You painted our house in exactly the same color as the police station."
 - ... the man to my right started telling me about all the ways that the Internet is degrading the English language. He brought up Facebook, and he said, "To defend? I mean, is that even a real word?"
- C** Work with a partner. Look at the quotes in B. Why do you think the speakers chose to include the quotes? *Answers will vary.*

- B** **11.16** Play the video. Check answers as a class.

Point out how common it is for TED speakers to tell stories during their presentations. Ask students why. Note that students have learned various skills for engaging the audience, including telling stories. Using direct quotes is one technique in telling an engaging story.

- C** Tell students to go over each quote in pairs and talk about its purpose. Ask them to recall the speaker's main message and consider how the quote supports it. Note that direct quotes can add a dramatic flair to a story. An example is the quote that Bezos uses. In other cases, such as Haas and Hahn's quote, it can be used as humor, or to provide a real-life example, like the quote used by Anne Curzan.

Skill Note

When reporting what someone has said, the following verbs may be used: *say*, *ask*, *told*, and *promise*. When you directly quote what a person has said, the verbs *say* and *ask* are most common.

Branson is telling a story, but he presents what his business colleague said as a direct quote. In the script, it is written with quotation marks around it. Note that even though it is a direct quote, it is likely that he is actually paraphrasing what the person said. For effect in the story, though, it is presented as a direct quote.

A review of reported speech:

When someone's speech is paraphrased and not presented as a direct quote, pronouns are often used to introduce the information, and the past tense is used to match the reporting verb—since the speaker is relaying information that has already been said. Note that this is the case even if the event being talked about hasn't happened yet. (*He told me he had an interview next week.*)

When the direct quote is a request, promise, or advice, the infinitive follows the reporting verb. (*She promised to be in touch after the interview.*)

VOCABULARY IN CONTEXT

- A** **11.14** Play the video. If necessary, play it again.
- B** Have students work individually to complete the activity. Check answers as a class. Elicit or explain the meaning of each vocabulary word. Then elicit additional sentences using each word.

PRESENTATION SKILLS

Read the information aloud as students read along. Remind students of the reporting speech they learned in Unit 10. Have a quick review.

- A** Have students preview the task. Ask students to also pay attention to the reporting language that Branson uses.

11.15 Play the video. Check answers as a class.

Elicit the verb that Branson used (*said*).

Leadership roles

LESSON OVERVIEW

Aims: Communicate your business philosophy; practice describing your business style; write an essay about your business philosophy

COMMUNICATE

A Read the chart aloud. Elicit or explain the meaning of each description. Have students work individually to rate their values. Point out that 1 is most important and 5 is least important.

B Elicit the meaning of *CEO successor*. Make sure students understand that they are going to choose someone to replace them as the head of a company. Divide the class into groups of four. Assign one student as the retiring CEO. Tell the other group members to each give a presentation about their values and principles in business. Point out that they won't know the retiring CEO's values and principles until the end. Model the examples aloud. Tell the retiring CEOs that they need to listen carefully to decide who is their best successor. Elicit some possible follow-up questions. Remind students of some useful phrases for sharing opinions and beliefs. Write them on the board: *I would say that ...; In my view, ...*

Read **Describing your business style** aloud to introduce some additional language for their presentations.

C Explain that each retiring CEO must give reasons for the person that they choose to be their successor. Tell them to describe their own business style.

11E Leadership roles

COMMUNICATE My business philosophy *Answers will vary.*

A Decide your personal business style by ranking the descriptions in order of importance.

Values I look for in employees	My business philosophy
quality of work _____	Be different from others. _____
work attitude _____	Value your people. _____
honesty _____	Try to do good. _____
innovation _____	Try anything that interests you. _____
ability to have fun _____	Be ruthless when necessary. _____

1 = most important, 5 = least important

B Work in groups. One group member is the retiring CEO, and the rest are potential successors. **Potential CEO successors:** Present your business philosophies and values to the CEO, and give reasons for your answers. **Retiring CEOs:** Listen to each candidate. Ask follow-up questions if needed.

Describing your business style

My idea of a good employee is ...

I'd hire employees who ...

I want to build a business that focuses on ...

My goal for the company is ...

I believe employees should have a good work attitude because ...

As far as I'm concerned, ... is more important than ... because ...

C Retiring CEOs: Pick the candidate you think is the most convincing. This person will be the next CEO.

WRITING Describing your business style

Write about your business philosophy. Describe how you would run your company and what kinds of employees you would want if you were a business leader. Explain your ideas.

Answers will vary.

The way I would run a company would be to allow my employees to express their creativity and ideas. People are the most valuable resource in a company, so I think it's important to create an environment where they can do well. To do this, I would ...

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WRITING

Tell students to put the content of their presentations together into an essay about their personal business philosophies. Tell them to imagine themselves as CEOs of a company and to think about what kind of leaders they would be. Read the model aloud.

Have students share their paragraphs with a partner.

EXTENSION ACTIVITY Have students use the chart in Activity A to role-play a job interview. Have students take turns being the interviewer, asking the person about their values and styles as a leader. Alternatively, have students role-play their own TED Talk interview like Branson's.



Inside the office of Tokopedia, one of Indonesia's biggest online shopping companies

12 Well-being

“I learned the hard way the value of sleep.”



Arianna Huffington
Co-founder of The Huffington Post, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about health and well-being.
- read about different ways to achieve work-life balance.
- watch a TED Talk about the importance of sleep.

WARM UP

12.1 Watch part of Arianna Huffington's TED Talk. Answer the questions with a partner.

- 1 The speaker is a famous businessperson. Why do you think she is giving a talk on sleep? *Answers will vary.*
- 2 How do you feel when you don't get enough sleep? *Answers will vary.*

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UNIT GOALS

The unit focuses on health and well-being. Students will read, listen to, watch, and discuss ways to maintain optimum health, with a particular focus on the importance of sleep. They will learn language to discuss different aspects of a healthy lifestyle, and talk about imaginary situations. By the end of the unit, they will have considered their ideal lifestyle and how attaining work-life balance, including more sleep, will lead to better productivity in both areas.

TED Speaker

Arianna Huffington is a global media entrepreneur and the editor-in-chief of *The Huffington Post*.

TED Talk Summary

After experiencing an accident in which she collapsed from sleep deprivation, Huffington set out to learn more about the importance of sleep, and it has now become a major motivation for her to share what she learned, especially with women leaders.

Idea Worth Spreading

Better sleep habits lead people to greater productivity and happiness, with improved decision-making skills.

12

Well-being

WARM UP

Have students look over the picture, caption, and quote on the page. Ask students to raise their hands if they have heard of Arianna Huffington. Tell them that she is considered one of the most influential people in the world.

12.1 Play the preview clip of the TED Talk.

For question 1, tell students that they will be making guesses about Huffington's motivations behind talking about sleep. They will find out more in **Lesson D** when they watch the entire TED Talk. Note, however, that they can infer from the clip that Huffington believes getting more sleep will help us have more inspiring ideas. If necessary, elicit or explain the meaning of *dormant*.

For question 2, note that answers will vary. Ask students to explain how they feel in the morning after getting a lot of sleep versus not enough sleep. Have students share with the class what they're like when they are sleepy.

EXTENSION ACTIVITY Have students work in groups to find out more about Huffington. Tell them to recall what they learned in Unit 11 about business leaders. Ask them to find out some of the principles and values of Huffington's business style. Have groups report to the class what they learned about the speaker.

Content Note

The Huffington Post is an online media site with news stories and blogs covering a range of global topics from politics to social issues to entertainment. The site, often referred to as Huff Post, is one of the most-visited places online, averaging around 100 million unique visitors per month.

12A

A healthy lifestyle

LESSON OVERVIEW

Aims: Learn language for talking about healthy habits; listen to someone talk about the effect of sleep on the brain; practice talking about lifestyles

Target Vocabulary: active, cope with, diet, productive, recharge, strengthen, stressful, work-life balance

VOCABULARY

A Have students work individually to complete the sentences.

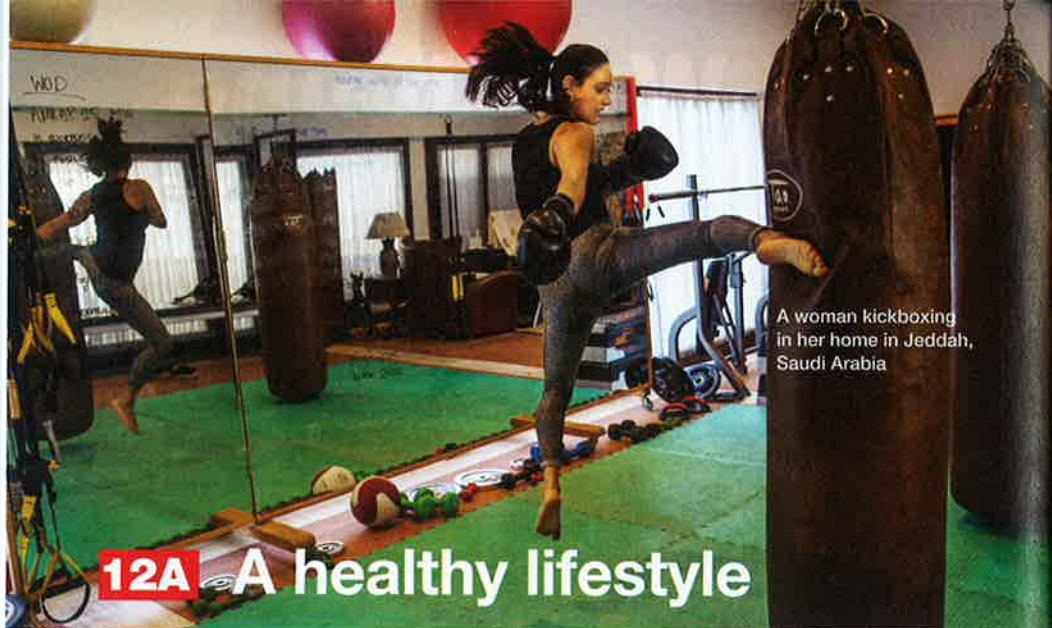
▶ 12.2 Play the audio/video to check answers as a class. Explain the vocabulary words.

B Point out that the key words students should focus on are: *productive*, *cope with*, *diet*, and *active*. Have students work individually before checking answers as a class. Elicit additional sentences using each vocabulary word.

C Give students time to read the questions and think about their answers before discussing. Model the conversation with a volunteer. Point out that the speakers talk about the cause of the stress as well as what they do to deal with it.

Language Note

The verb *recharge* is often used in regard to charging a battery that is low on energy, such as for a cell phone. We also use it to talk about taking a break to get our energy back after burning out physically or emotionally. It can be used for short-term and long-term situations. For example, a nap may be a way to recharge, but so is a vacation.



A woman kickboxing in her home in Jeddah, Saudi Arabia

12A A healthy lifestyle

VOCABULARY Describing health and well-being

A ▶ 12.2 Complete the sentences using the words in the box. Then listen and check your answers.

recharge stressful work-life balance strengthen

- 1 Losing a job is very stressful.
- 2 Mental exercises, such as doing sudoku puzzles, can strengthen your ability to solve problems.
- 3 Work shouldn't be everything in your life. It's equally important to engage in leisure activities and maintain a work-life balance.
- 4 After a busy week at work, I often recharge on the weekend by doing something I enjoy.

B Complete the sentences. Circle the correct words.

- 1 A productive person is someone who works efficiently / ~~confidently~~ to produce good results.
- 2 To cope with a situation is to ~~think about it~~ / manage it well.
- 3 To maintain a healthy diet, we have to build strong relationships / ~~watch what we eat and drink~~.
- 4 An active lifestyle involves a lot of exercise / ~~going for medical checkups regularly~~.

C Work with a partner. What is something you found stressful recently? How do you cope with difficult situations or challenges? Answers will vary.

The last time I experienced a stressful situation was when I gave a speech to the entire school.

When I face a problem, I ask my friends for advice.

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The expression *work-life balance* refers to the idea that we should have balance between our personal lives and our work lives. It is usually used in reference to people who work too much and need to make changes to find better balance, but the term itself is neutral. Work-life balance is discussed in more detail in the reading passage in **Lesson C**.

Someone who is a *morning person* is active and energetic in the morning, as opposed to a *night person* who is more productive at night.

LISTENING What your brain does when you sleep

Listening for additional information

Words such as *which* and *that* introduce additional information to the main point of a sentence.

- A** **12.3** Watch an explanation of Jeffrey Iliff's research on sleep and the brain. What is the main point of the explanation?

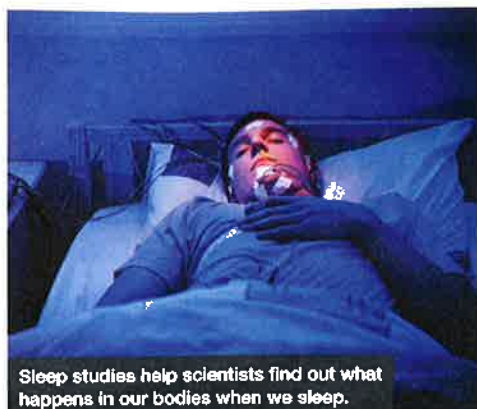
- a** Sleep is important because it's the only time for the brain to clear its waste.
- b** We must sleep at the right time because the brain only clears its waste at certain times.
- c** The amount of sleep each person needs varies according to how active the brain is during the day.

- B** **12.3** Watch again. Circle the correct words.

- 1 The brain clears waste in a different way from the rest of the body because it (has / lacks) lymphatic vessels.
- 2 Unlike the rest of the body, the brain is (able / unable) to clear its waste when we are awake.
- 3 The brain switches to (a cleaning / an inactive) mode when we sleep.

- C CRITICAL THINKING** The speaker uses an analogy of cleaning a house to explain the importance of getting enough sleep so that the brain is able to clear its waste.

Inferring Work with a partner. What analogy does the speaker use? What is its purpose?



Sleep studies help scientists find out what happens in our bodies when we sleep.

SPEAKING Talking about lifestyles

- A** **12.4** Why isn't Speaker B getting enough sleep? *Speaker B is too stressed over schoolwork, so he hasn't been able to sleep well.*

A: You've been yawning all day. Are you OK?

B: Yeah. I'm just feeling tired.

A: How much sleep did you get last night?

B: About five hours, I guess.

A: That's not enough. I heard we need about seven to nine hours of sleep every night.

B: Yeah, I usually get more sleep. It's just that I've been stressed out over schoolwork recently.

A: Maybe you should find a way to cope with the stress so you can get more rest. How about doing some exercise?

B: I'm not really into sports. I prefer activities like reading.

A: Reading is good, too. As long as it's something you enjoy, it will help reduce your stress.

- B** Practice the conversation with a partner.

- C** Work with a partner. Describe your lifestyle. Talk about your daily routines, interests, and how you take care of your health. Use the expressions in blue above to help you. *Answers will vary.*

I'm a morning person. I get up around seven every day to make breakfast.

I can't get up that early. I prefer doing my work in the afternoon.

- CHALLENGE** Ask pairs to extend the analogy to the rest of the cells in the body. Elicit their ideas. The rest of the body clears its waste during the day while we are active, so this would be like a person who cleans their house daily, or right after making a mess, instead of waiting until the weekend.

SPEAKING

- A** Have students preview the question. Tell them to read along as they listen/watch.

- 12.4** Play the audio/video. Check answers as a class.

Ask some comprehension questions about the conversation:

How many hours should a person sleep? (seven to nine hours)

What are some ways mentioned to cope with stress? (exercise, reading something you like)

Play the audio/video again, pausing after each sentence so students can repeat.

- B** Have students work in pairs and alternate between A and B roles.

- C** Give students time to think about their daily activities. Encourage them to write some short notes to refer to during their discussions. Model the examples. Elicit or explain the meaning of *morning person*.

- EXTENSION ACTIVITY** Have students evaluate how healthy their partner's lifestyle is. Tell them to use the information that they heard in **Speaking C** to offer an evaluation and advice.

LISTENING

Read **Listening for additional information** aloud. Elicit any other words that might indicate more information is coming (*who, when*). Give examples of how sentences containing these words are structured (*Fruit and vegetables, which contain lots of vitamins and minerals, are good for your health.*).

- A** Give students time to preview the task.

- 12.3** Play the audio/video. Have students check answers in pairs. Ask students to raise their hands if the information they heard was new or surprising to them.

Elicit the expressions for additional information heard in the audio/video (*who, which, when*).

- B** Give students time to preview the task.

- 12.3** Play the audio/video. Check answers as a class.

- C CRITICAL THINKING** If necessary, play the audio/video again before students discuss. Tell pairs to try to explain the analogy in their own words. The speaker says that if we don't get enough sleep every day, our brain will become "dirty" and "cluttered" with waste, just like if we didn't clean our house regularly.

12B

The importance of sleep

LESSON OVERVIEW

Aims: Understand an infographic about sleep; talk about imaginary situations; describe your ideal lifestyle

Infographic Summary: Five facts about sleep are presented, covering topics from how much you need at what age, to how quickly you should fall asleep, to catastrophes that have occurred due to sleep deprivation. The infographic will help students get informed and evaluate their own habits.

LANGUAGE FOCUS

A Read the question aloud. Note that answers will be personalized and not based on information in the infographic. Remind students of the term *morning person* from **Speaking C**.

▶ 12.5 Play the audio/video as students read along. Then give them additional time to look over the infographic. Have students show by raising their hands if they are most productive in the morning, the afternoon, the evening, or at night.

B Read the questions aloud.

▶ 12.6 Play the audio/video. Tell students to use the information from the video as well as any personal stories in their discussions about sleep deprivation. Remind students that they already discussed in **Warm Up** how they feel when they don't get enough sleep. Check answers as a class. Ask students to comment if they now think they should change their sleeping habits.

C Have students read over the language chart and pay attention to the verbs in blue. If necessary, explain *imaginary situation*.

▶ 12.7 Play the audio/video. Go over the meaning and use of language for talking about imaginary situations.

12B The importance of sleep

LANGUAGE FOCUS Discussing facts about sleep

A **▶ 12.5** Read the information. What time of the day are you usually most productive? *Answers will vary.*



B **▶ 12.6** Listen to the conversation. What happens when we don't get enough sleep? How can getting enough sleep keep us healthy? Discuss with a partner. *If we don't get enough sleep, our body won't be able to function properly. We might also gain weight. Getting enough sleep helps us learn and remember things better.*

C **▶ 12.7** Watch and study the language in the chart.

Talking about imaginary situations

If I **had** more time after work, I'd **hang out** with my friends.
 If his house **wasn't** so far from the office, he'd **bike** to work every day.
 If I **were** you, I'd **get** advice from a fitness trainer.
 If she **were** rich, she'd **travel** around the world.
 If I **lived** by the sea, I'd **go** surfing every week.
 If there **were** more hours in a day, what **would** you **do** with the time?

'd = would

For more information on the **second conditional**, see Grammar Summary 12 on page 190.

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Grammar Note

The second conditional is used to describe an imaginary situation that is impossible or unlikely to happen.

A second conditional sentence has an *if*-clause and a main clause. *If* is used with a verb in the simple past, while the main clause is a conditional clause with *would* + bare infinitive. Note that either clause can come first. The only difference is the use of a comma when the *if*-clause comes first.

(*If I were rich, I'd have two houses* versus *I'd have two houses if I were rich.*)

12.6 Listen to the conversation in B again. Complete the sentences from the conversation.

- 1 "According to a study published in a medical journal, if you didn't sleep for 24 hours, you'd feel as if you were drunk."
- 2 "If I didn't have to spend an hour commuting to work every day, I'd be able to get more sleep."

E Complete the sentences. Use the correct form of the words in parentheses.

- 1 According to a study, if everyone in the United States ran (run) regularly, they would lose (lose) a total of almost one billion kilograms in weight.
- 2 A report by the United Nations estimates that if everyone in the world became (become) vegetarian, CO₂ emissions would fall (fall) by 17 percent.
- 3 If everyone drank (drink) two liters of water a day, their skin would look (look) much healthier.
- 4 If there were (be) more than 24 hours in a day, I would spend (spend) more time with my family.
- 5 If you could (can) go back in time, what changes would you make (make) to your lifestyle?

F Complete the sentences using your own ideas. Then share your ideas with a partner.

Answers will vary.

- 1 If I had to give up one type of food,

- 2 If I could be good at any sport,

- 3 I'd be much more productive at school if



The Colorado State University climbing team at a practice session

SPEAKING Describing your ideal lifestyle *Answers will vary.*

Work with a partner. If you could plan your ideal lifestyle, what would it be like? Use the questions below to help you.

Where would you live? _____

What would your job be? _____

How many hours would you work a day? _____

What would you eat or drink every day? _____

What activities would you do every day? _____

I'd live in a house by the river and go fishing every day.

I'd run a small art gallery and spend my time painting.

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SPEAKING

Point out that students should answer according to what they want for their dream life. Give students enough time to read and answer the questions individually. Then have them work in pairs to share their answers. Encourage partners to ask each other follow-up questions.

CHALLENGE Have students write two more questions for their partners to answer.

EXTENSION ACTIVITY Have pairs get into groups with other pairs. Then ask each partner to introduce each other to the other pair by talking about their ideal lifestyles. Tell students to use the information they gathered about their partner in **Speaking** and when appropriate, use reporting verbs or direct quotes.

D Have students read the sentences.

12.6 Play the audio/video. Check answers as a class. Go over the use of the second conditional in each sentence.

Elicit answers to more detailed questions about the audio/video. Ask: *When is the brain most active? (when we're asleep)*

According to the speaker, if we didn't sleep for a few days, what would we be unable to do? (basic things such as having a conversation)

What is the brain preparing for while we sleep? (the next day)

E Have students work individually. Tell them to refer back to the language chart for support. Check answers as a class.

F Have students work individually before sharing their sentences and discussing in pairs. Point out that students will all have different answers. Elicit some examples for each sentence to check answers.

Achieving work-life balance

LESSON OVERVIEW

Aims: Read and comprehend an article about work-life balance; understand main ideas and details

Target Vocabulary: flexibility, formula, guilty, implement, satisfaction

Reading Summary: One part of work-life balance involves working less, and this is what is often focused on, but the other key thing to focus on is making work more enjoyable. Companies like Google try to make the work environment fun and let employees have flexibility with their daily schedules. Well-being and job satisfaction go hand in hand, and moving away from a traditional work culture may be the answer to better work-life balance.

PRE-READING

Have students work individually. Note that the question students should focus on is the first sentence of the reading passage. Tell them to write down their ideal daily schedule. Then have them share what they wrote with a partner.

Point out the footnotes at the end of the reading. Remind students to refer to it before or during reading. Have students read the entire passage, either silently or while listening to the audio/video.

12.8 Play the audio/video as students read along. Explain key terms that students might not be familiar with.

12C Achieving work-life balance

PRE-READING Reflecting

Skim the first paragraph. How would you answer the opening question? *Answers will vary.*

12.8

If you were given the **flexibility** to plan your day, what would it look like? Research has shown the benefits of a good work-life balance: reduced employee stress leading to better performance and productivity, increased motivation and job **satisfaction**, and slower turnover¹ of staff.

According to the Organization for Economic Co-operation and Development (OECD), workers in the Netherlands report the best work-life balance. With only 0.4 percent of Dutch people working very long hours, nearly everybody has time for leisure activities. This is in contrast to Turkey, where four in ten people work over 50 hours a week.

There isn't a clear **formula** for achieving work-life balance. One way is perhaps to make a clear distinction between work and private life. In recent years, more and more companies in Sweden have **implemented** a six-hour workday. While at work, workers are encouraged to concentrate fully on work and minimize distractions²—such as using social media and having long meetings. As a result, they

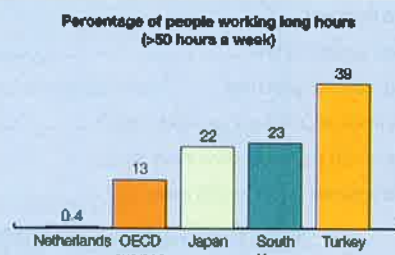
have more time and energy to relax after they leave the office. Toyota service centers in Gothenburg, Sweden, switched to a six-hour workday in 2002.

Since then, the company has reported that their employees are happier, there is lower turnover, and it has become easier to recruit new staff.

However, in reality, more people find themselves unable to enjoy their leisure time after long days at work. Technology has made it possible for us to remain accessible all the time. In a recent study on work-life balance in the United States, almost half the employees surveyed said they feel **guilty** if they don't check in on work when out of the office.

So perhaps another way to promote work-life balance is to make work more enjoyable. Take Google for example: It makes its work environment fun, starting right from the design of its offices. No two Google offices look the same. But in every one, there are kitchens filled with food and drink, fitness areas, shower rooms, gaming rooms, and places for employees to take naps.

Netherlands	1
Japan	34
South Korea	36
Turkey	38



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EXTENSION ACTIVITY Have students work in pairs to summarize the infographic content. Tell them to look at the chart and bar graph, and explain to each other in their own words what information they learned. Tell partners to support and check each other's comprehension. Then ask volunteers to explain one piece of information they picked up from the infographic.

Skill Note

Skimming involves reading quickly for main ideas. Skimming a paragraph involves reading the whole thing quickly or just the first and last sentence. The pace of reading should be very quick with a focus on picking up on key words and phrases that can give the reader the main idea.



A meeting area in the Google office in Dublin, Ireland

Employees are also able to plan their days flexibly. You can get into the office in the morning, do
 45 a workout in the middle of the day, return to work for a few hours, and maybe attend a workshop session. All of this is part of Google's efforts to improve employees' well-being and job satisfaction. Sandeep Chandna, a Google employee, believes that this
 50 approach is beneficial. "As long as it doesn't affect your work quality, you're basically free to plan how to spend your workday. I usually go for a run in the afternoon. If I get stuck on something, I take a quick

break to play a game of ping-pong or football with my colleagues."

As people lead busier lives, moving away from a traditional work culture may be a way to achieve better work-life balance. And while there may be different ways of allowing people to enjoy both work
 60 and life, this certainly isn't an impossible goal.

¹ turnover: *n.* the rate at which the number of employees changes within the company

² distractions: *n.* things that take your attention away from a main task

Language Note

The term *job satisfaction* (line 6) refers to how contented people are overall at work.

A *leisure activity* (lines 11–12) is something you do for enjoyment.

When a company *recruits* (line 27) employees, it actively searches for new staff.

To *check in on* (line 34) someone means to get in touch about something. When people *check in on* work, it means they contact co-workers, check email, and so forth.

A *fitness area* (lines 40–41) is a small gym or room for exercise, usually with equipment. A *gaming room* (line 41) can have anything from pool to table tennis to video game consoles. It is meant to be a room to relax and have fun in. To do a *workout* (lines 44–45) means to exercise.

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Content Note

Statistician, TED speaker, and creator of the New Economics Foundation Nic Marks has created something called the Happy Planet Index, which he designed as a way to measure which countries' people are the happiest overall. It is calculated using the ecological footprint of a country, as well as the life expectancy and well-being of its people.

Marks believes this is a better measure of progress than more traditional indexes that look only at economic markers such as a country's GNP. At the time of his TED Talk, the country with the highest HPI in the world was Costa Rica. On his website, students can learn about his various projects in relation to measuring happiness.

UNDERSTANDING MAIN IDEAS

Have students work individually. Check answers as a class. Point out that the idea behind each of the statements comes up in the reading, but only one summarizes the main idea. Note that the final sentence in the passage summarizes its main idea.

UNDERSTANDING DETAILS

Encourage students to complete the concept map without going back to the reading. Then give them time to check their answers by referring to the reading. Elicit the line numbers where students found each detail in the passage.

EXTENSION ACTIVITY Have students work in pairs or small groups. Ask them to find out more about a company similar to Google that offers a good work-life balance. Tell them to make an infographic or poster that illustrates how the company encourages a good work-life balance for employees. Then have groups use the infographic or poster to present to the class about the company. See **Content Note** for suggested companies.

Content Note

Global companies that have received recognition for offering good work-life balance include: Nokia, Euromonitor International, Yelp, Airbnb, Colgate-Palmolive, The Walt Disney Company, YMCA, MathWorks, AOL, REI, Pentland, and Bank of England.

BUILDING VOCABULARY

A Ask students to go back to the reading passage to see how each word is used in context. Have students work individually before checking answers as a class.

B CRITICAL THINKING Read the questions aloud as students read along. Give students a few minutes to refer to the article. Model the example.

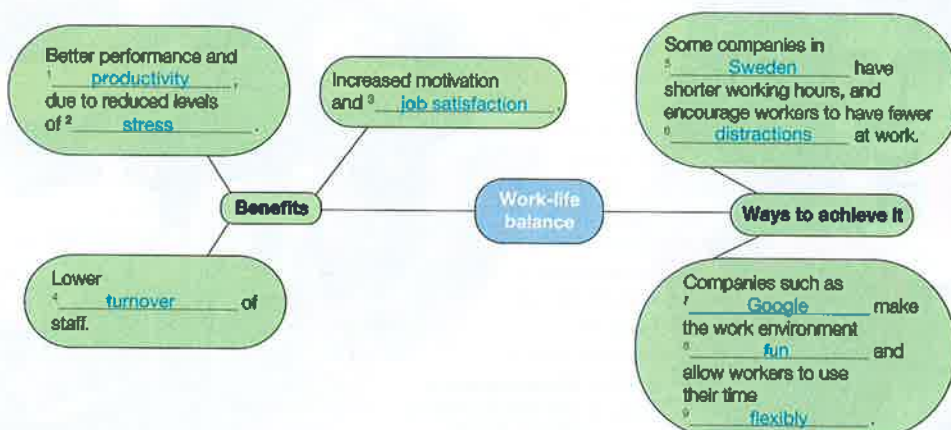
UNDERSTANDING MAIN IDEAS

Choose the statement that best summarizes the main point of the passage.

- a More companies should be like Google and create a pleasant workplace for their employees. This increases the well-being of their employees and makes them more productive.
- b** A work-life balance has clear benefits for both individuals and companies. It may not be easy to achieve, but there are a few possible approaches.
- c Methods for achieving work-life balance differ from country to country. Governments need to understand how their people work in order to find the best way to keep them happy.

UNDERSTANDING DETAILS

Complete the concept map on work-life balance.



BUILDING VOCABULARY

A Complete the sentences using the words in blue from the passage.

- A high level of job satisfaction makes employees feel more committed to their companies.
- Companies today need to have the flexibility to adapt to trends and changes.
- I feel guilty whenever I'm unable to spend time with my family because of work.
- There isn't a formula for success in life—we need to put in the effort to achieve our goals.
- Although a six-hour workday hasn't been implemented throughout Sweden, a number of Swedish companies are trying it out.

B CRITICAL THINKING Answers will vary.

Evaluating Work with a partner. How would you describe the work-life balance situation in your country? Which of the two approaches mentioned in the article do you think you prefer?

I think my country is slowly moving toward having better work-life balance because ...

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Conduct a class discussion to hear what work-life balance is like in different countries. Ask students to comment on whether they think improvement is needed or not in their countries, and elicit suggestions for this.

CHALLENGE Have students go online to the OECD better life index to gather more information about work-life balance in their home countries.

EXTENSION ACTIVITY Remind students of the discussion in Unit 11 they had about their business principles and values if they were a CEO. Ask them to think about the kind of company they'd like to create using those same principles and the ideas about work-life balance that they read about in the lesson. Have them write a job advertisement to recruit new staff to their companies.

12D How to succeed? Get more sleep

TED TALKS

ARIANNA HUFFINGTON is the co-founder and editor-in-chief of the popular online news site *The Huffington Post*. She is also a columnist and an author of more than ten books. Since 2007, she has encouraged people and businesses to create a balance between work and other parts of life.

Arianna Huffington's idea worth spreading is that a good night's sleep can lead to increased productivity and happiness—and smarter decision-making.



TED TALKS

PREVIEWING

Read the paragraph below. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

Sleep is as important to our bodies as food and water. Being **deprived** of sleep can lead to negative consequences such as **exhaustion**. Yet people today are getting less sleep. Dr. Neil Kavey, director of the Sleep Disorder Center, believes our modern lifestyles may have resulted in a sleep deprivation **one-upmanship**. "Our society has valued people who **brag** about being able to function on very little sleep as a mark of someone who is aggressive, dynamic, successful," says Dr. Kavey. But he feels this isn't right. "Admire someone who puts focus on sleep and is not making mistakes (from sleep deprivation)," he suggests.

- | | |
|--|----------------------|
| 1 a state of extreme tiredness | <u>exhaustion</u> |
| 2 to speak in a boastful way | <u>brag</u> |
| 3 without something you need | <u>deprived</u> |
| 4 trying to get an advantage over others | <u>one-upmanship</u> |

VIEWING

A ▶ **12.9** Watch Part 1 of the TED Talk. Answer questions 1 to 3.

- Why does Arianna Huffington think that Type-A women are sleep-deprived?
 - They usually work better at night than in the day.
 - ☒ They tend to work too hard and sacrifice sleep.
 - They sometimes sacrifice sleep for leisure.
- What words best describe how she used to be before she learned about the importance of sleep?
 - ☒ tired, overworked
 - full of energy, cheerful
 - busy, happy

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LESSON OVERVIEW

Aims: Watch and understand a talk about attitudes toward sleep; observe how speakers use humor

Target Vocabulary: brag, deprived, exhaustion, one-upmanship

TED Talk Summary: Media mogul and entrepreneur Arianna Huffington speaks about the mistaken attitude that less sleep is better for productivity. She talks about how men in the business commonly brag about how little sleep they get, and she points out how this may be the reason for some of the problems in the world.

Speaking at TED Women, she addresses an audience of women directly to say that changing their attitudes about sleep will lead them to better ideas and better productivity, and eventually create a better world.

PREVIEWING

Have students read the paragraph about Huffington before reading the introduction to her ideas. Ask them to raise their hands if they've heard of *The Huffington Post*. Then ask them to raise their hands if they read the site.

12D

How to succeed? Get more sleep

Explain that the next paragraph goes into more detail about sleep issues and will provide background for the TED Talk. Point out that students have gathered some background information on the importance of sleep in **Lesson C** as well.

Have students work individually to complete the activity. Check answers as a class, eliciting sample sentences for each vocabulary word. Encourage students to use the words to summarize what was said in the paragraph.

★ **CHALLENGE** Draw students' attention to the use of direct quotes in the paragraph. Ask for volunteers to paraphrase the quote using reported speech.

VIEWING

A Have students preview the task. Point out that the question format is similar to comprehension questions on exams such as TOEFL and TOEIC. Note that the answer choices paraphrase what students heard in the video, which will require an understanding of overall meaning.


▶ **12.9** Play Part 1 of the TED Talk. Then have students watch the check-your-answers part of the video.

Elicit a more detailed description of a Type-A person other than someone who works hard and sacrifices sleep. Generally, people who are ambitious, aggressive, and competitive are considered Type A.

Huffington knows that many of the people in her audience are likely to be Type A, and might prioritize work over sleep, so she hopes to convince them otherwise.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 1 include *Type A*, *faint*, *rediscover*, and *feminist*.

- B** Have students preview the task.


 **12.10** Play Part 2 of the TED Talk. Check answers as a class.

Have students work in pairs to paraphrase the story that Huffington tells and explain how it illustrates her points. Huffington is using the story to show how men especially think sleep deprivation is a sign of strength, but they are mistaken.

Elicit or explain the meaning of any unfamiliar language. Suggestions for Part 2 include *brag*, *one-upmanship*, *Lehman Brothers*, and *hyper-connected*.

- C CRITICAL THINKING** Read the questions aloud. Have students discuss in pairs before eliciting a class discussion. For question 2, point out that Huffington is using an analogy. Tell students to explain its meaning in relation to business leadership. (She uses the story of the *Titanic* to communicate that business leaders need to be able to see problems before they arise.)

VOCABULARY IN CONTEXT

- A**  **12.11** Play the video. If necessary, play it again.

- B** Have students work individually to complete the activity. Check answers as a class. Elicit or explain the meaning of each vocabulary word.

Language Note

Part 1

The term *Type A* refers to a personality type that is ambitious and competitive.


The verb *faint* means to lose consciousness and is often used to describe the action of falling down as a result.

When someone *rediscovers* something, it means they find something that they forgot about or lost touch with. In Huffington's case, she had forgotten how important sleep was.

The adjective *feminist* refers to someone in support of women's equal rights. Huffington describes sleep as a *feminist issue*, meaning she believes it can advance women's rights.

- 3 According to Arianna Huffington, what are the benefits of getting more sleep?

- a a longer and more fulfilling life
- b a calmer and more peaceful life
- ☒ c a happier and more productive life

- B**  **12.10** Watch Part 2 of the TED Talk. Check (✓) the main arguments that Arianna Huffington makes.

- ☒ Many people don't sleep enough because they think this makes them more productive.
- ☒ Lack of sleep is causing our leaders to make bad decisions.
- ☐ Studies show that women perform better at work because they get more rest than men.
- ☐ There are many leaders with high IQs but no innovative ideas.
- ☐ Technology can help us improve our quality of sleep.
- ☒ Getting enough sleep benefits both the individual and society.

- C CRITICAL THINKING** Answers will vary.

Inferring Work with a partner. Discuss these questions.

- 1 Why does Arianna Huffington say that her idea can help unlock billions of big ideas?
- 2 What does Huffington mean when she says, "the essence of leadership is being able to see the iceberg before it hits the *Titanic*"? What is she comparing the *Titanic* and the iceberg to?

Arianna Huffington is suggesting that ...

She feels that her idea can help people ...

VOCABULARY IN CONTEXT

- A**  **12.11** Watch the excerpts from the TED Talk. Choose the correct meaning of the words. 1: c, 2: b, 3: a, 4: c

- B** Complete the sentences using the words in the box.

learning the hard way hyper-connected urged the big picture

- 1 The fact that technology allows us to be hyper-connected has both advantages and disadvantages.
- 2 Sometimes we become too focused on the everyday issues in our lives and fail to spend time looking at the big picture and planning ahead.
- 3 For many years, medical experts have urged people to have healthier lifestyles.
- 4 People who don't take care of their health may end up learning the hard way when they fall sick.

Part 2

To *brag* means to talk about yourself in a prideful way. The verb has a negative connotation.

The idea of *one-upmanship* or *one-upping* refers to the need to make yourself sound better than others. To *one-up* someone means to have an advantage over them.

Lehman Brothers was a U.S. investment bank that declared bankruptcy during the global economic crisis of 2008.

To be *hyper-connected* means to be engaging in online activities all the time. The modifier *hyper-* is used to show that something is excessive.

PRESENTATION SKILLS Using humor

Sometimes, you can use humor as a way of connecting with your audience. Here are some points to note.

- Practice with someone. If the humor doesn't work, leave it out.
- Use humor carefully so that you don't offend your audience.
- Make sure that the joke illustrates the point you're making.

A ▶ **12.12** Watch part of Arianna Huffington's TED Talk. What point is she making with the jokes below? Choose the correct options.

- a dinner with a man who had four hours of sleep
 - People who get enough sleep are more fun to be with.
 - People who don't get enough sleep become overly sensitive.
- the collapse of the bank Lehman Brothers
 - Getting enough sleep gives you the ability to think more creatively.
 - Getting enough sleep helps you stay alert and focused.

S ▶ **12.13** Watch the excerpts from three other TED Talks. Why does the audience laugh in each case? Discuss with a partner. **Mark Bezos:** What he says is different from his body language. **Haas and Hahn:** The speakers came up with an excuse for the missing kite. **Richard Branson:** Branson is a successful businessman, but he doesn't understand a basic business concept.



PRESENTATION SKILLS

Read aloud the information on using humor. Note that humor can be challenging for non-native speakers, so often simple humor works best.

A Have students preview the task.

▶ **12.12** Play the video. Check answers as a class.

Ask students if they found Huffington's stories humorous or not. Note that if students don't know what Lehman Brothers is, they might not understand the second story. Point out that Huffington's speech was given in 2010, when the economic crisis that Lehman Brothers had a role in causing was still fresh in the mind of

the audience. While clearly Lehman Brothers did not have only male employees, Huffington is saying that the mindset of the company, to keep pushing forward without taking time to look out for problems, might reflect on the competitive nature of some men. Her story about the *Titanic* had a similar point, but the Lehman Brothers reference brings it to modern times.

B ▶ **12.13** Play the video. Check answers as a class.

Point out that it is common for TED speakers to tell humorous stories during their presentations. Ask students to share their ideas about why. Note that students have learned various skills for engaging the audience and humor is another one. Two of the humorous stories also have direct quotes, which is the presentation skill that students studied in Unit 11.

➡ **EXTENSION ACTIVITY** Have students work alone to write down the number of hours that they have slept each night over the last week. Then have students present their sleep schedules to a small group with an explanation about why they slept more one night or less another. Tell students to include one humorous comment or story about their sleep schedule. Then have groups offer each other advice on how to get more sleep. Finally, have groups comment on whether the humor that each member used was successful or not.

Increasing productivity

LESSON OVERVIEW

Aims: Debate how to improve productivity at school; practice making arguments; write a critique of your own productivity

COMMUNICATE

A Have students turn to page 170 and read over the two suggestions. Divide students into two teams, one in favor of suggestion A and the other in favor of suggestion B.

B Tell groups to first talk about why they agree with their suggestions. Have each group member offer an advantage. Then have students turn to the other suggestion and brainstorm disadvantages.

Point out that groups can first make a concept map with ideas that they have brainstormed and then choose the best ideas to write in the chart. Review some useful expressions for talking about opinions: *I would say that ...; In my view, ...; I think the best/worst part is ...*

C Explain that teams are now going to share the points that they discussed with each other in a debate. Read **Making arguments** aloud to introduce some language for presenting points in a debate. Explain that this is formal language. Tell groups that each member should offer a point in support of their suggestion or against the other suggestion. Let teams take turns debating back and forth.

D Tell students that it's now time to decide if they have changed their minds or not. Ask students to consider everything that they heard and to choose the suggestion that they now think is better. Point out that they can change sides if they want to. Take a private vote by having students write which suggestion they support on a

12E Increasing productivity

COMMUNICATE Debate on work-life balance *Answers will vary.*

A Work in two groups. Your school wants to increase the productivity of its students, and two suggestions have been made (see page 170). **Group A:** You are in favor of suggestion A. **Group B:** You are in favor of suggestion B.

B In your group, brainstorm the advantages of your suggestion and the disadvantages of the other suggestion. Make notes in the chart below.

Advantages	Disadvantages

C Have a debate on the topic with another group. Take turns explaining how your group's suggestion is better.

Making arguments

The first point we'd like to raise is ...

The other team claims that ...

To give an example of what we mean, ...

It's important to note that ...

My group believes that we should reduce the amount of time we spend at school ...

Although the idea of a shorter school day sounds attractive, we think that ...

D Take a vote to decide on the approach the school should take.

WRITING Making suggestions *Answers will vary.*

Write a few paragraphs about how you could improve your productivity at school or work. If you could make changes to your school or work, what kind of changes would you suggest?

If I could, I'd like to be able to plan my own schedule at school. Personally, I find it easier to learn in the morning, so I'd plan my most important lessons at that time. Also, I'd ...

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piece of paper. Then tally the votes and announce the winner to the class.

WRITING

Have students brainstorm individually before writing. Tell them to think about their school or work schedules and how they could be more productive. Explain that they should include suggestions to themselves in their paragraphs as well as offer examples of imaginary situations to show how these suggestions would help them improve their productivity.

The Florida International University campus in Miami



Read the model aloud as students read along. Have students share their paragraphs with a new partner.

★ CHALLENGE Have students read their paragraphs to a group. Then tell the group to offer additional suggestions to help improve productivity.

➔ EXTENSION ACTIVITY Have students work individually to write a letter to themselves with suggestions to make their lifestyles healthier and more balanced. Tell them to write about changes that they want to make over the next year. Then have students seal their letters and write on their envelopes the date to open them one year later.

Presentation 4

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

productive	leave you with	satisfaction	career
recharge	according to	need to	had

Hi, everybody. I'm Paul. Thanks for being here this morning. Do you know what the World Health Organization has called the health epidemic of the 21st century? According to studies, it affects one in three workers globally and costs societies billions of dollars. It's stress. Today, I want to suggest a way of reducing stress.

It's a well-known fact that stress over a long period of time can cause health problems such as heart disease and obesity. With increasing demands in the workplace and at home, it's no wonder that many people are experiencing stress. I believe we all need to have greater work-life balance to counter stress.

To do that, I'd like to propose the idea of a four-day workweek.

Think about it. First, if we all had three days off, we would have more time to focus on leisure activities and even go on short trips. We'd have more time to recharge and be with our family and friends. This helps strengthen our social relationships.

Research has shown that well-rested workers are more productive and also better at problem solving. This increased job performance is likely to lead to greater overall job satisfaction.

So, that's my suggestion to help people reduce their stress and lead happier, healthier lives. I'd like to leave you with a quote by Hillary Clinton: "Don't confuse having a career with having a life." Thank you.



B **P.4** Watch the presentation and check your answers.

C **P.4** Review the list of presentation skills from Units 1–12 below. Which does the speaker use? Check (✓) them as you watch again. Then compare with a partner.

The speaker ...

- | | | | |
|-----------------------------------|-------------------------------------|---|-------------------------------------|
| • helps the audience visualize by | | • engages with the audience | <input checked="" type="checkbox"/> |
| • using visuals | <input type="checkbox"/> | • uses a story to personalize the message | <input type="checkbox"/> |
| • comments on visuals | <input type="checkbox"/> | • uses signposting language | <input checked="" type="checkbox"/> |
| • opens with an interesting fact | <input checked="" type="checkbox"/> | • closes the loop | <input checked="" type="checkbox"/> |
| • asks the audience questions | <input type="checkbox"/> | • gives a demonstration | <input type="checkbox"/> |
| • ends with a hope for the future | <input type="checkbox"/> | • quotes someone | <input checked="" type="checkbox"/> |
| | | • uses humor | <input type="checkbox"/> |

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C Have students preview the task.

P.4 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–9 and examples of each:

1. Helping the audience visualize
2. Commenting on visuals
3. Opening with interesting facts
4. Asking the audience questions
5. Ending with a hope for the future
6. Engaging with your audience
7. Using stories to personalize your message
8. Signposting
9. Closing the loop

Then elicit the presentation skills in Units 10–12:

10. Giving a demonstration
11. Quoting people
12. Using humor

Elicit the language that the speaker uses to quote Hillary Clinton. (*I'd like to leave you with a quote by Hillary Clinton ...*)

Elicit how any other presentation skills are used. Students should note that the speaker opens with an interesting fact by asking the audience a question, uses signposting (*Today, I want to suggest ...*), and closes the loop by going back to and summing up his suggestion at the end.

Review the presentation skills from Units 10–12 in more detail. Elicit the language options or techniques for each that students can use in **Your Turn**.

Giving a demonstration: *So, first of all, ...; And then ...; Next ...; Can you see ...?; As you can see, ...; Finally, ...*

Quoting people: This can make a story or example more interesting.

Using humor: Practice beforehand, use a joke that illustrates your point, and check that it isn't offensive.

Presentation 4

LESSON OVERVIEW

Aim: Students give a persuasive presentation about work-life balance using each of the presentation skills they've learned in Units 9–12, as well as relevant ones from previous units.

MODEL PRESENTATION

A Have students work individually to complete the sentences.

Elicit some basic points about the presentation:

1. What is the topic? (work-life balance)
2. What idea does the speaker suggest? (a four-day work week)
3. Who does the speaker quote? (Hillary Clinton)
4. What is the purpose of the presentation? (to persuade the audience)

B **P.4** Play the video to check answers.

YOUR TURN

- A** Have students preview the task. Ask them to brainstorm some ideas first and then use the box to outline the points they want to talk about in their presentation. If necessary, let students look back at Unit 12 for a review of the topic of work-life balance.

Go back to the example presentation to elicit the presentation skills that are used. Students should note that the speaker opens by asking the audience a question, gives an interesting fact, uses signposting (*Today, I want to suggest ...*), and closes the loop by using the word *suggestion* at the end. Give students between five and ten minutes to write down and organize their ideas. Explain that they should give a short description of the problem, but mostly focus on their idea for a solution.

- B** Read the useful phrases aloud as students repeat. Give students more time to revise their notes and decide what language to use in their presentations.

Remind students that their goal is to give a convincing presentation in which their audience agrees with their suggestions. Encourage students to also include some humor in their presentations, if possible.

- C** Remind students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**. Encourage listeners to ask questions during the presentations.

- D** Remind students that when offering feedback, it's good to start with some praise. Elicit some simple phrases for students to praise each other: *Well done. Great presentation. That was interesting.*

YOUR TURN Answers will vary.

- A** You are going to plan and give a short persuasive presentation about a way to achieve a better work-life balance. Give your opinion and explain your reasons. Make notes in the chart below.

Suggestion for a better work-life balance

Reasons

- B** Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful phrases

Describing scenarios:

*If we could ..., it would ...
Imagine if we were ...*

Supporting your argument:

*Studies suggest/show that ...
According to research by ...*

Using a quote:

*As ... says, ...
I'll leave you with a quote by ...*

- C** Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–12. As you listen, check (✓) each skill your partner uses.

The speaker ...

- | | | | |
|-----------------------------------|--------------------------|---|--------------------------|
| • helps the audience visualize by | | • uses a story to personalize the message | <input type="checkbox"/> |
| ◦ using visuals | <input type="checkbox"/> | • uses signposting language | <input type="checkbox"/> |
| • comments on visuals | <input type="checkbox"/> | • closes the loop | <input type="checkbox"/> |
| • opens with an interesting fact | <input type="checkbox"/> | • gives a demonstration | <input type="checkbox"/> |
| • asks the audience questions | <input type="checkbox"/> | • quotes someone | <input type="checkbox"/> |
| • ends with a hope for the future | <input type="checkbox"/> | • uses humor | <input type="checkbox"/> |
| • engages with the audience | <input type="checkbox"/> | | |

- D** Give your partner some feedback on their talk. Include at least two things you liked and one thing that could be improved.

That was a wonderful presentation. You were engaging and humorous. But you need to use clearer signposting language to organize your talk.

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Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example. (*You were really humorous, and I liked the quote you used.*) Next, students should offer any points that need to be improved. (*I wish you could have given a demonstration, too.*)

- ★ **CHALLENGE** Have group members give ideas for how others could either include a demonstration or use humor in their presentations.

Workbook Answer Key

UNIT 1

1A

VOCABULARY

- A 1. inspiring; 2. make an impact; 3. encouraged; 4. help out;
5. take care of; 6. be there for them
B Answers will vary.

LISTENING

- A b
B 1, 3, 5

COMMUNICATION

- A 1. a; 2. b; 3. a
B Answers will vary.

1B

LANGUAGE FOCUS

- A a 7; b 5; c 1; d 4; e 3; f 6; g 2; h 8
B 1. volunteer; 2. signed; 3. help; 4. has changed;
5. was working
C 1. I went to three events ...; 2. ... the event raised;
3. I even met my husband ...

LISTENING FOCUS

- B 1. did; 2. did; 3. do; 4. do
C 1. a; 2. b; 3. b; 4. a

1C

READING

- A c
B 1. T; 2. NG; 3. T; 4. F; 5. T; 6. T

LISTENING

- A b
B 4; 5
C Global Poverty Project: a, b; Heifer International: d;
Both: c, e

VOCABULARY BUILDING

- A 1. insignificant; 2. passionate; 3. committed; 4. minimize;
5. devote
B 1. b; 2. c; 3. a
C 1. minor; 2. minimum; 3. miniature

1D

TED PLAYLIST

- A 1. c; 2. a; 3. b
B 1. c; 2. a; 3. b
C Answers will vary.

1E

WRITING

- B Answers will vary.
C Answers will vary.

UNIT 2

2A

VOCABULARY

- A 1. more and more; 2. widespread; 3. decreased;
4. common; 5. growing
B Answers will vary.

LISTENING

- A 1. b; 2. a
B 1. F; 2. T; 3. F; 4. T; 5. NG; 6. T

COMMUNICATION

- A a 4; b 3; c 1; d 5; e 2; f 6
B Answers will vary.

2B

LANGUAGE FOCUS

- A 1. won't; 2. will; 3. are; 4. is
B 1. b; 2. a; 3. a; 4. b
C 1. Artificial intelligence will become/is going to become more widespread in five years. 2. Humans will live/are going to live on other planets 20 years from now. 3. Time travel won't be/isn't going to be possible in ten years' time. 4. Cars and trains won't change/aren't going to change very much in the next five years.

LISTENING FOCUS

- B 1. more; less 2. larger; smaller 3. faster; just the same
4. increase; decrease
C 1. more, less; 2. larger, smaller; 3. faster, just the same;
4. increase, decrease

2C

READING

A 1. c; 2. b; 3. d; 4. a

B 1. a; 2. b; 3. a

LISTENING

A street styles; fashion bloggers; friends

B 1. a; 2. b; 3. a; 4. b

C Answers will vary.

VOCABULARY BUILDING

A 1. taking advantage of; 2. relevant; 3. analyzed;
4. emerging

B 1. make good use of; 2. benefit; 3. easier

2D

TED PLAYLIST

A b

B 1. c; 2. b; 3. a

C Answers will vary.

2E

WRITING

B Answers will vary.

C Answers will vary.

UNIT 3

3A

VOCABULARY

A 1. wearable; 2. motivate; 3. suffers from;
4. treatment

B Answers will vary.

LISTENING

A 1. b; 2. a

B 1. routine; 2. difficult to treat; 3. emotional; 4. psychological;
5. support

COMMUNICATION

A a 2; b 5; c 3; d 1; e 4; f 6

B Answers will vary.

3B

LANGUAGE FOCUS

A 1. so; 2. result; 3. because; 4. due

B 1. because of; 2. due to; 3. as a result of; 4. so;
5. as; 6. because

C 1. d; 2. c; 3. e; 4. b; 5. a

LISTENING FOCUS

B 1. tomorrow; 2. Daniel; 3. lunch

C 1. a; 2. b; 3. a; 4. b

3C

READING

A 1. c; 2. b; 3. a

B 1. NG; 2. T; 3. F; 4. T; 5. NG; 6. F; 7. T

LISTENING

A c

B 1. b; 2. a; 3. a

C Devices worn by Parkinson's sufferers: b; Wearable sensor patch:
c; Both: a, d

VOCABULARY BUILDING

A 1. prevent; 2. approach; 3. constant; 4. pressure;
5. behavior

B 1. under pressure; 2. blood pressure; 3. peer pressure

3D

TED PLAYLIST

A a

B 1. c; 2. a; 3. b

C Answers will vary.

3E

WRITING

B Answers will vary.

C Answers will vary.

UNIT 4

4A

VOCABULARY

A 1. g; 2. e; 3. f; 4. d; 5. a; 6. b; 7. c

B 1. Log in; 2. button; 3. function; 4. browse;
5. download; 6. review

LISTENING

A headings, images, icons

B 1. colors; 2. month; 3. functions

COMMUNICATION

A a 1; b 5; c 4; d 3; e 2; f 6; g 7

B Answers will vary.

4B

LANGUAGE FOCUS

- A** 1. fast as; 2. is lighter than; 3. are better than; 4. the cheapest; 5. the same as
B Answers will vary.
C 1. A; 2. B; 3. C; 4. A; 5. C

LISTENING FOCUS

- B** 1. feature is; 2. were other; 3. for a; 4. for outdoor; 5. score out; 6. more expensive
C **A:** How's your new computer? Is it better than your old one?
B: It's faster and easier to use! I bought it online. **A:** Really? Is it cheaper online? **B:** Yes, it's more expensive to buy one in a store.
A: Wow! I never knew that. I should look online more often!

4C

READING

- A** c
B 1. D; 2. A; 3. A; 4. D; 5. C; 6. B

LISTENING

- A** c
B 1. P; 2. P; 3. P; 4. P; 5. N; 6. N; 7. N
C b, d

VOCABULARY BUILDING

- A** 1. impact; 2. attached to; 3. frustrating; 4. spam; 5. encourage
B 1. attached to; 2. attach; 3. attachments
C Answers will vary.

4D

TED PLAYLIST

- A** 1. c; 2. b; 3. a
B a
C 1. b; 2. c
D Answers will vary.

4E

WRITING

- B** Answers will vary.
C Answers will vary.

UNIT 5

5A

VOCABULARY

- A** 1. underprivileged; 2. community; 3. empowers; 4. facilities; 5. entrepreneurs

LISTENING

- A** b
B 1. b; 2. a; 3. b; 4. a, c, d, e, f

COMMUNICATION

- A** a 6; b 2; c 7; d 1; e 5; f 3; g 4
B Answers will vary.

5B

LANGUAGE FOCUS

- A** 2. Unused land was turned into urban gardens. 3. The cars were designed to run on solar power. 4. A landfill was converted into a skateboard park. 5. Tunnels were built to divert traffic underground.
B 1. was used; 2. weren't needed; 3. be torn down; 4. was formed; 5. was held; 6. was redesigned; 7. were converted; 8. be surrounded; 9. is visited; 10. is planned
C Answers will vary.

LISTENING FOCUS

- B** 1. can't; 2. can; 3. can; 4. can; 5. can't
C 1. This trash can be recycled. 2. You can't park here. 3. I can't understand what you're saying. 4. He can help with the project. 5. The park can't be built until summer.

5C

READING

- A** c
B 1. c; 2. b; 3. c

LISTENING

- A** a
B 1. T; 2. F; 3. F; 4. T; 5. T
C Eco-art: a, i; Washed Ashore: d, e, h; Both: b, c, f, g

VOCABULARY BUILDING

- A** 1. proof; 2. recruit; 3. ensure; 4. dedication; 5. significant
B 1. vacant; 2. hesitant; 3. distant; 4. constant

5D

TED PLAYLIST

- A** 1. c; 2. b; 3. a
B 1. b; 2. a; 3. c
C c
D Answers will vary.

5E

WRITING

- B** Answers will vary.
C Answers will vary.

UNIT 6

6A

VOCABULARY

- A 1. having; 2. making; 3. writing; 4. have; 5. make; 6. post; 7. write
B 1. make a phone call; 2. write/send letters; 3. writing/sending text messages; 4. gave a speech; 5. post photos

LISTENING

- A 1. communication; 2. tone; 3. efforts
B 1. Y; 2. N; 3. N; 4. Y

COMMUNICATION

- A 1. I'll send it in an email. 2. I posted them on Facebook.
3. You can buy them online. 4. I saw it on YouTube.
B 1. check; 2. posted; 3. link; 4. post; 5. share

6B

LANGUAGE FOCUS

- A 1. to quit; 2. to send; 3. talking; 4. to stay; 5. hearing
B 1. I usually avoid writing long emails. 2. I recommend creating your own blog. 3. Video chatting helps you stay in touch with friends who live far away. 4. A smartphone allows you to stay in touch wherever you are.
C Answers will vary.

LISTENING FOCUS

- B 1. B: Yeah. I never use it these days. 2. B: Really? I use it every day. 3. B: Yeah? I actually quite enjoy it.
C 1. A; 2. D; 3. D; 4. A

6C

READING

- A 1. b; 2. d; 3. c; 4. a
B 1. Y; 2. N; 3. Y; 4. Y; 5. N

LISTENING

- A b
B 1. T; 2. T; 3. T; 4. NG; 5. F
C Answers will vary.

VOCABULARY BUILDING

- A 1. concise; 2. technical; 3. span; 4. analogy; 5. last
B 1. attention span; 2. life span; 3. time span
C Answers will vary.

6D

TED PLAYLIST

- A a

- B 1. Tabettha Boyajian; 2. Aomawa Shields; 3. Brian Cox;
4. Aomawa Shields; 5. Brian Cox, Aomawa Shields
C Answers will vary.

6E

WRITING

- B Answers will vary.
C Answers will vary.

UNIT 7

7A

VOCABULARY

- A 1. multicultural; 2. factor; 3. Traditional; 4. have a lot in common;
5. migrant; 6. sense of identity; 7. background
B 1. sense of identity; 2. multicultural; 3. traditional; 4. backgrounds;
5. have a lot in common

LISTENING

- A 1. c; 2. a; 3. c
B Answers will vary.

COMMUNICATION

- A a 4; b 1; c 3; d 7; e 8; f 5; g 2; h 6
B Answers will vary.

7B

LANGUAGE FOCUS

- A 1. found; 2. been looking; 3. sent; 4. had; 5. been reading
B (Suggested answers) 1. A: How long have you been living/studying/working here? 2. A: What have you been doing?
3. A: Are you studying; 4. A: Have you saved any money?
C 1. Q: What have you been up to recently? 2. Q: Have you been overseas lately? 3. Q: How long have you been studying English?

LISTENING FOCUS

- B 1. a; 2. a; 3. b; 4. b
C 1. How long has he been living here? 2. How have you been feeling recently? 3. What has she been working on recently?
4. Where have they been studying?

7C

READING

- A c
B 1. a; 2. b; 3. b; 4. b

LISTENING

- A a
B 1. b; 2. a; 3. a
C Answers will vary.

VOCABULARY BUILDING

- A 1. influx; 2. diverse; 3. undertaking; 4. vibrant;
5. era; 6. conflicts
B -**ancy**: infancy; pregnancy; vacancy; vibrancy
-**ance**: dominance; importance; reluctance; tolerance
C 1. tolerant; 2. infant; 3. vacant; 4. dominant; 5. reluctant

7D

TED PLAYLIST

- A a
B 1. b; 2. a; 3. c
C Answers will vary.

7E

WRITING

- B Answers will vary.
C Answers will vary.

UNIT 8

8A

VOCABULARY

- A 1. a; 2. a; 3. c; 4. c; 5. a
B Answers will vary.

LISTENING

- A 1. b; 2. b
B **Number of bikes**: Paris: 23,000; Hangzhou: 60,000; **Number of bike stations**: London: 600; Paris: 1,800; **Annual cost**: London: £90

COMMUNICATION

- A 1. a; 2. b; 3. a; 4. a
B (Suggested answers) **A**: How do you get to work? **A**: How long does it take for you to get to the office? **A**: Have you ever thought about cycling to work? **A**: How about taking the subway?

8B

LANGUAGE FOCUS

- A 1. a; 2. b; 3. a
B 1. Y; 2. Y; 3. N; 4. Y
C Answers will vary.

LISTENING FOCUS

- B 1. travel; 2. will become; 3. communicate; 4. live;
5. will do; 6. will work
C 1. a; 2. b; 3. a

8C

READING

- A 1. c; 2. b; 3. a
B 1. F; 2. T; 3. T; 4. NG; 5. F

LISTENING

- A b
B 1. c; 2. b; 3. b
C Answers will vary.

VOCABULARY BUILDING

- A 1. carried; 2. different; 3. batteries; 4. walk; 5. sure
B 1. charged; 2. charged in court; 3. charged a fee
C Answers will vary.

8D

TED PLAYLIST

- A b
B 1. b; 2. c; 3. b
C Answers will vary.

8E

WRITING

- B Answers will vary.
C Answers will vary.

UNIT 9

9A

VOCABULARY

- A 1. standard; 2. degrade; 3. usage
B 1. b; 2. a

LISTENING

- A c
B 1, 3, 4

COMMUNICATION

- a 7; b 2; c 4; d 5; e 3; f 1; g 6

9B**LANGUAGE FOCUS**

- A** 1. is changing; 2. used to; 3. includes; 4. used to
B 1. We didn't use to have so many slang words years ago.
 2. Did you use to send letters by post in the old days?
 3. How did people use to communicate over long distances in the past? 4. Some people used to send message by radio.
 5. Before the Internet, people didn't use to have access to so much information.
C Answers will vary.

LISTENING FOCUS

- B** 1. /s/ 2. /z/ 3. /s/ 4. /s/ 5. /z/
C 1. a; 2. a; 3. b; 4. b; 5. a
D 1. Dictionaries used to be much smaller. 2. I used to use a print dictionary. 3. I use the Internet to look up new words.
 4. Dictionaries didn't use to be updated so often. 5. Did you use your dictionary to check the spelling?

9C**READING**

- A** 1. boutique; 2. bungalow; 3. robot
B 1. T; 2. T; 3. NG; 4. T; 5. F; 6. NG; 7. T; 8. F

VOCABULARY BUILDING

- A** 1. convey; 2. rapidly; 3. banned; 4. noticeable;
 5. strengthen
B 1. widen; 2. soften; 3. weaken; 4. strengthen

LISTENING

- A** b
B 1. English; 2. evolve/develop, threat; 3. Iceland;
 4. institute, English, Icelandic; 5. modern usages;
 6. resist, evolve
C Answers will vary.

9D**TED PLAYLIST**

- A** 1. b; 2. c; 3. a
B 1. c; 2. a; 3. b
C Answers will vary.

9E**WRITING**

- B** Answers will vary.
C Answers will vary.

UNIT 10**10A****VOCABULARY**

- A** 1. c; 2. a; 3. d; 4. e; 5. f; 6. b
B Answers will vary.

LISTENING

- A** 1. b; 2. b; 3. a
B a

COMMUNICATION

- A** a 3; b 1; c 5; d 4; e 2; f 6
B Answers will vary.

10B**LANGUAGE FOCUS**

- A** 1. They said we should take an EQ test. 2. The interviewer asked us to describe a situation. 3. The assistant promised to send us the results. 4. According to a recent study, EQ is essential in most jobs.
B 1. He said (that) he was going for an interview on Monday. 2. Our teacher reminded us to do our homework. 3. She said that she couldn't understand what I was saying. 4. He promised to pick me up at 7 p.m.
C 1. promised; 2. asked; 3. told; 4. reminded

LISTENING FOCUS

- B** 1. a; 2. a; 3. a; 4. b; 5. a
C 1. b; 2. a; 3. a; 4. a

10C**READING**

- A** 1. c; 2. a
B 1. c; 2. a; 3. b

LISTENING

- A** b
B 1. a; 2. a; 3. c
C Answers will vary.

VOCABULARY BUILDING

- A** 1. companion; 2. comfort; 3. permission; 4. privacy; 5. combine
B 1. obtain; 2. invasion; 3. provide; 4. for; 5. with

10D**TED PLAYLIST**

- A** 1. c; 2. a; 3. b

- B** 1. brain scans; 2. read and judge; 3. human expression and emotion
C Answers will vary.

10E WRITING

- B** Answers will vary.
C Answers will vary.

UNIT 11

11A VOCABULARY

- A** 1. ruthless; 2. reputation; 3. career; 4. run a company, manage
B Answers will vary.

LISTENING

- A** c
B 1, 3, 4

COMMUNICATION

- A** a 1; b 3; c 5; d 2; e 4; f 7; g 6
B Answers will vary.

11B LANGUAGE FOCUS

- A** 1. Employees should have flexible working hours. 2. Staff members don't need to/don't have to have meetings every day.
 3. Managers must/have to/need to be good communicators.
 4. You mustn't/shouldn't have fixed ideas about how to do things.
 5. Managers shouldn't be too authoritarian.
B Answers will vary.
C 1. b; 2. b; 3. a; 4. b; 5. a

LISTENING FOCUS

- B** 1. be (y) afraid; 2. the (y) odds; do (w) it; 3. to (w) inspire;
 4. be (y) ambitious; 5. no (w) experience; 6. you (w) only
C 1. a; 2. b; 3. b; 4. a; 5. a

READING

- A** a
B 1. worked better; 2. forming his own company; 3. threw it away;
 4. first; 5. talk show host; 6. caring
C All: a; Stephen King and James Dyson: e; James Dyson: c, f;
 James Dyson and Oprah Winfrey: b; Oprah Winfrey: d

LISTENING

- A** a
B a 1; c 4; d 2; e 3; b = extra
C (Suggested answers) 1. a; 2. e; 3. c

VOCABULARY BUILDING

- A** 1. b; 2. b; 3. a; 4. a; 5. b
B take; call for; put into

11D TED PLAYLIST

- A** b
B 1. b; 2. b; 3. a
C Answers will vary.

11E WRITING

- B** Answers will vary.
C Answers will vary.

UNIT 12

12A VOCABULARY

- A** 1. stressful; 2. recharge; 3. strengthen; 4. work-life balance
B Answers will vary.

LISTENING

- A** b
B 1. T; 2. F; 3. F; 4. T; 5. T

COMMUNICATION

- A** a 1; b 6; c 2; d 5; e 4; f 3
B Answers will vary.

12B

- A** 1. didn't, would sleep; 2. would be, had; 3. didn't, would do;
 4. wouldn't be, stopped; 5. went, would feel; 6. weren't, wouldn't feel
B Answers will vary.
C 1. b; 2. b; 3. b; 4. a

LISTENING FOCUS

- B** 1. would; 2. you'll; 3. I'll; 4. I'd; 5. He'll; 6. It'll; 7. she'd; 8. it'd
C 1. What would you buy if you won the lottery? 2. Do you think he'll come if we invite him? 3. I'll be late if I don't hurry. 4. I'd apologize if I were you. 5. Do you think he'd lend me some money?

12C**READING**

A a

B Denmark: a, d; Spain: b; Both: c, e, f

LISTENING

A b

B 1. b; 2. a; 3. b

C Denmark and Spain: 3, 5, 6; Singapore and South Korea: 1, 2, 4

VOCABULARY BUILDING

A 1. satisfaction; 2. guilty; 3. implemented; 4. flexibility; 5. formula

B 1. satisfy; 2. satisfaction; 3. satisfied; 4. satisfactory

12D**TED PLAYLIST**

A a

B 1. b; 2. c; 3. a

C Answers will vary.

12E**WRITING**

B Answers will vary.

C Answers will vary.

Audio and Video Scripts

UNIT 1

1.1 TED TALK PREVIEW

The captain waved me over. He said, "Bezos, I need you to go into the house. I need you to go upstairs, past the fire, and I need you to get this woman a pair of shoes." [Laughter]

1.3 LISTENING

Peter, tell us how you became an artist.

Ever since I was young, I've dreamed of being an artist. I remember being kicked out of an art lesson once when I was six years old, because I couldn't afford to pay the fees. I ran home crying, thinking that dreams didn't come true for poor children like me. But I've learned that it's important to work hard and to never give up.

What kind of projects do you work on?

I teach drawing to children who come from disadvantaged backgrounds. They've gone from drawing stickmen to drawing beautiful portraits. I also help children who've been through natural disasters. After the Japan tsunami in 2011, I traveled to different countries and met with local children who'd also experienced natural disasters. I got them to draw pictures to encourage the children in Japan, and then I sent the drawings to schools that were affected by the tsunami. I just wanted to help put a smile back on children's faces. Every little thing we do can make a difference.

It sounds like your career as an artist has been very rewarding. What advice would you give young people about following their dreams?

Don't wait to pursue your dreams. I always told my grandfather that I'll become a great artist one day. But he passed away when I was 16. It was then I realized that time waits for no one.

1.6 INFOGRAPHIC CONVERSATION

[Speaker A is male; Speaker B is female]

A: Hey, guess what happened at the grocery store earlier.

B: What?

A: Well, I was standing in line, and there were a few people in front of me.

B: Yeah?

A: An elderly couple was at the front of the line, and they seemed to have problems paying.

B: They couldn't find their money?

A: I think they didn't have enough money to pay the bill.

B: So what happened?

A: A woman standing behind the couple asked the cashier to put the amount on her bill instead. She paid for their groceries.

B: Wow, that's really nice!

A: Yeah. The elderly couple was pretty surprised at first, and didn't want to take her money. But the woman insisted, so they accepted her help.

1.10 TED TALK PART 1

Back in New York, I am the head of development for a non-profit called Robin Hood. When I'm not fighting poverty, I'm fighting fires as the assistant captain of a volunteer fire company. Now in our town, where the volunteers supplement a highly skilled career staff, you have to get to the fire scene pretty early to get in on any action.

I remember my first fire. I was the second volunteer on the scene, so there was a pretty good chance I was going to get in. But still it was a real footrace against the other volunteers to get to the captain in charge to find out what our assignments would be. When I found the captain, he was having a very engaging conversation with the homeowner, who was surely having one of the worst days of her life. Here it was, the middle of the night, she was standing outside in the pouring rain, under an umbrella, in her pajamas, barefoot, while her house was in flames.

1.11 TED TALK PART 2

The other volunteer who had arrived just before me—let's call him Lex Luthor—[Laughter] got to the captain first and was asked to go inside and save the homeowner's dog. The dog! I was stunned with jealousy. Here was some lawyer or money manager who, for the rest of his life, gets to tell people that he went into a burning building to save a living creature, just because he beat me by five seconds. Well, I was next. The captain waved me over. He said, "Bezos, I need you to go into the house. I need you to go upstairs, past the fire, and I need you to get this woman a pair of shoes." [Laughter] I swear. So, not exactly what I was hoping for, but off I went—up the stairs, down the hall, past the "real" firefighters, who were pretty much done putting out the fire at this point, into the master bedroom to get a pair of shoes.

Now I know what you're thinking, but I'm no hero. [Laughter] I carried my payload back downstairs where I met my nemesis and the precious dog by the front door. We took our treasures outside to the homeowner, where, not surprisingly, his received much more attention than did mine. A few weeks later, the department received a letter from the homeowner thanking us for the valiant effort displayed in saving her home. The act of kindness she noted above all others: someone had even gotten her a pair of shoes. [Laughter]

1.12 TED TALK PART 3

In both my vocation at Robin Hood and my avocation as a volunteer firefighter, I am witness to acts of generosity and kindness on a monumental scale, but I'm also witness to acts of grace and courage on an individual basis. And you know what I've learned? They all matter. So as I look around this room at people who either have achieved, or are on their way to achieving, remarkable levels of success, I would offer this reminder: Don't wait. Don't wait until you make your first million to make a difference in somebody's life. If you have something to give, give it now. Serve food at a soup kitchen. Clean up a neighborhood park. Be a mentor.

Not every day is going to offer us a chance to save somebody's life, but every day offers us an opportunity to affect one. So get in the game. Save the shoes. Thank you.

UNIT 2

2.1 TED TALK PREVIEW CLIP

Now, here come two more people, and immediately after, three more people. Now we've got momentum. This is the tipping point. Now we've got a movement.

2.3 LISTENING PART 1

Tara, could you tell us a little about yourself and what you do?

I'm a "trend spotter"—that's someone who works to understand patterns in consumer behavior. So I keep track of new ideas or activities that are actually becoming popular, and then I use that information to help businesses develop new products and services.

So you mean you can identify trends?

Absolutely. First, I gather research data. I read magazines, articles, books, and blogs to see what's "hot" and what's not. I also meet with different people—I visit their homes, go shopping with them, and I've even eaten with their families! This helps me understand what motivates consumers. Then, I look for patterns in the data and I take note of similar ideas.

2.4 LISTENING PART 2

How important is trend spotting to companies today?

It's definitely important. Trend spotting is one of the ways that businesses today find out more about their customers and improve on their products. So through trend spotting, companies learn more about their competitors, customer preferences, and new forms of technology.

What kind of companies do you do trend spotting for?

I've done trend spotting for brands, technology departments, and even for start-ups. A previous project I worked on was for an international sports brand that was trying to enter China. My research involved looking

at social media profiles of Chinese teenagers, where I noticed an interesting trend—Chinese teenagers change their online profiles often, and they like experimenting with different looks and styles. This information helped the brand understand its customers better and succeed in the Chinese youth market.

2.7 INFOGRAPHIC CONVERSATION

[Speaker A is male; Speaker B is female]

A: I want to get a smart bathroom scale. I think it'll help me lose weight.

B: How's it going to help?

A: A smart bathroom scale knows who the user is. It not only shows you your weight, but also things like the amount of fat in your body. Then it automatically sends the information to my smartphone through the Internet.

B: And how are you going to use that information?

A: Well, with this information on my phone or computer, I'll be able to monitor how much fat I'm losing. I can also view graphs or charts showing my weight over the past few months, so I'll get an idea of my progress and overall health.

B: That sounds useful. So you can set your health goals on the app and track how you're doing?

A: Yeah, I think it'll be useful for seeing what types of exercises are better for achieving my goals. For example, I can record the date that I started doing yoga, and I'll be able to track how well it's helping me lose weight.

B: OK, I'm going to get one, too!

2.11 TED TALK PART 1

So, ladies and gentlemen, at TED we talk a lot about leadership and how to make a movement. So let's watch a movement happen, start to finish, in under three minutes and dissect some lessons from it.

First, of course you know, a leader needs the guts to stand out and be ridiculed. But what he's doing is so easy to follow. So here's his first follower with a crucial role; he's going to show everyone else how to follow.

Now, notice that the leader embraces him as an equal. So, now it's not about the leader anymore; it's about them, plural. Now, there he is calling to his friends. Now, if you notice that the first follower is actually an underestimated form of leadership in itself. It takes guts to stand out like that. The first follower is what transforms a lone nut into a leader. [Laughter] [Applause]

2.12 TED TALK PART 2

And here comes a second follower. Now it's not a lone nut, it's not two nuts—three is a crowd, and a crowd is news. So a movement must be public. It's important to show not just the leader, but the followers, because you find that new followers emulate the followers, not the leader.

Now, here come two more people, and immediately after, three more people. Now we've got momentum. This is the tipping point. Now we've got a movement. So, notice that, as more people join in, it's less risky.

So those that were sitting on the fence before, now have no reason not to. They won't stand out, they won't be ridiculed, but they will be part of the in-crowd if they hurry. [Laughter] So, over the next minute, you'll see all of those that prefer to stick with the crowd because eventually they would be ridiculed for not joining in. And that's how you make a movement.

2.13 TED TALK PART 3

But let's recap some lessons from this. So first, if you are the type, like the shirtless dancing guy that is standing alone, remember the importance of nurturing your first few followers as equals so it's clearly about the movement, not you. OK, but we might have missed the real lesson here.

The biggest lesson, if you noticed—did you catch it?—is that leadership is over-glorified. That, yes, it was the shirtless guy who was first, and he'll get all the credit, but it was really the first follower that transformed the lone nut into a leader. So, as we're told that we should all be leaders, that would be really ineffective.

If you really care about starting a movement, have the courage to follow and show others how to follow. And when you find a lone nut doing something great, have the guts to be the first one to stand up and join in. And what a perfect place to do that, at TED. Thanks. [Applause]

UNIT 3

3.1 TED TALK PREVIEW CLIP

What's the fastest growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease. Every 67 seconds, someone in the United States is diagnosed with Alzheimer's. As the number of Alzheimer's patients triples by the year 2050, caring for them, as well as the rest of the aging population, will become an overwhelming societal challenge.

3.3 LISTENING

My name is Kate, and maintaining an active and healthy lifestyle is very important to me. I make sure I get enough sleep every night, and I try to have a balanced diet. Most importantly, I exercise regularly. I sometimes attend Pilates classes at the gym, but I prefer to exercise outdoors. Every weekend, I either go for an 8 kilometer run or a 30–40 kilometer bike ride.

I've been using an app on my iPhone for years to help track my runs. Apart from recording the number of calories I burn, the app also keeps track of how far I've run, the time taken, and the different routes and surfaces that I run along. This data is very important when I'm training for marathons or half-marathons. Running is a sport against yourself, so the app helps me stay disciplined.

For my bike rides, I use another app that tracks my current cycling pace, average pace, and routes. Cycling is a relatively new sport to me, so it's interesting to see how my stamina improves with each ride. And since I usually go cycling with friends who use the same app, being able to share and compare our cycling data makes it more fun.

3.6 INFOGRAPHIC CONVERSATION

[Speaker A is female, Speaker B is male]

A: Morning. Are you OK? You look a bit tired.

B: Oh, hi there. Well, I *am* tired. I had a terrible night's sleep because I kept waking up.

A: Sorry to hear that. Is that normal?

B: Yeah, it's been like that for a few months. I've tried going to bed at different times, but I always still feel tired the next day. I can't really focus in class sometimes as I'm so tired.

A: There are lots of health and fitness trackers available these days. Have you tried using one that tracks your sleep?

B: How would a sleep tracker help?

A: It monitors the quality of your sleep. Some trackers even measure air temperature, the amount of light and noise, and monitor how you breathe.

B: Really? But how is that going to help me sleep better?

A: Well, you'll get to know your sleep habits, so you can see what helps you sleep. For example, you might find that after exercise you're able to sleep better.

B: Hmm. I guess that could be useful.

3.10 TED TALK PART 1

What's the fastest growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease. Every 67 seconds, someone in the United States is diagnosed with Alzheimer's. As the number of Alzheimer's patients triples by the year 2050, caring for them, as well as the rest of the aging population, will become an overwhelming societal challenge.

My family has experienced firsthand the struggles of caring for an Alzheimer's patient. Growing up in a family with three generations, I've always been very close to my grandfather. When I was four years old, my grandfather and I were walking in a park in Japan when he suddenly got lost. It was one of the scariest moments I've ever experienced in my life, and it was also the first instance that informed us that my grandfather had Alzheimer's disease. Over the past 12 years, his condition got worse and worse, and his wandering in particular caused my family a lot of stress. My aunt, his primary caregiver, really struggled to stay awake at night to keep an eye on him, and even then often failed to catch him leaving the bed. I became really concerned about my aunt's well-being as well as my grandfather's safety. I searched extensively for a solution that could help my family's problems, but couldn't find one.

3.11 TED TALK PART 2

Then, one night about two years ago, I was looking after my grandfather and I saw him stepping out of the bed. The moment his foot landed on the floor, I thought, why don't I put a pressure sensor on the heel of his foot? Once he stepped onto the floor and out of the bed, the pressure sensor would detect an increase in pressure caused by body weight and then wirelessly send an audible alert to the caregiver's smartphone. That way, my aunt could sleep much better at night without having to worry about my grandfather's wandering.

So now I'd like to perform a demonstration of this sock. Could I please have my sock model on the stage? Great. So once the patient steps onto the floor—[Ringing]—an alert is sent to the caregiver's smartphone.

Thank you. [Applause]

Thank you, sock model.

So this is a drawing of my preliminary design.

My desire to create a sensor-based technology perhaps stemmed from my lifelong love for sensors and technology. When I was six years old, an elderly family friend fell down in the bathroom and suffered severe injuries. I became concerned about my own grandparents and decided to invent a smart bathroom system. Motion sensors would be installed inside the tiles of bathroom floors to detect the falls of elderly patients whenever they fell down in the bathroom. Since I was only six years old at the time and I hadn't graduated from kindergarten yet, I didn't have the necessary resources and tools to translate my idea into reality, but nonetheless, my research experience really implanted in me a firm desire to use sensors to help the elderly people. I really believe that sensors can improve the quality of life of the elderly.

3.12 TED TALK PART 3

[. . .] I've tested the device on my grandfather for about a year now, and it's had a 100 percent success rate in detecting the over 900 known cases of his wandering. Last summer, I was able to beta test my device at several residential care facilities in California, and I'm currently incorporating the feedback to further improve the device into a marketable product. Testing the device on a number of patients made me realize that I needed to invent solutions for people who didn't want to wear socks to sleep at night.

So sensor data, collected on a vast number of patients, can be useful for improving patient care and also leading to a cure for the disease, possibly. For example, I'm currently examining correlations between the frequency of a patient's nightly wandering and his or her daily activities and diet.

One thing I'll never forget is when my device first caught my grandfather's wandering out of bed at night. At that moment, I was really struck by the power of technology to change lives for the better. People living happily and healthily—that's the world that I imagine.

Thank you very much.

[Applause]

UNIT 4

4.1 TED TALK PREVIEW CLIP

What do you think of when I say the word "design"? You probably think of things like this, finely crafted objects that you can hold in your hand, or maybe logos and posters and maps that visually explain things, classic icons of timeless design. But I'm not here to talk about that kind of design. I want to talk about the kind that you probably use every day and may not give much thought to, designs that change all the time and that live inside your pocket.

4.3 LISTENING PART 1

Carrie, could you tell us a little about what you do?

I'm the director of communications for an economic development organization in Virginia. I also create websites for clients as a freelancer, and I write about Web design and design trends for a number of sites like Design Shack, Webdesigner Depot, and The Next Web. I write a lot about how to create user experiences that feel great and natural.

What is user experience and why is it important?

User experience is how a person feels when using a website. It includes the physical aspects of the design and how the site works and functions. If the user experience is poor, users will leave the site for something else. But a good user experience engages and delights users. You know the experience is good if you keep coming back to a website or an app.

4.4 LISTENING PART 2

What are the most important things you focus on when designing a website?

Functionality, readability, and usability. These three things are vital when it comes to putting a website together. First, the website has to do something useful and functional. This typically means the design solves a problem for the user. The problem can be anything from finding a new pair of shoes to passing time with a fun game. Second, the content needs to be visually pleasing. The text must be easy to read and photos must be sharp. Finally, the website must be easy to use. The design has to do what the user expects in a way that makes sense.

4.7 INFOGRAPHIC CONVERSATION

[Speaker A is male; Speaker B is female]

A: We need to choose a restaurant for Naomi's birthday party.

B: Oh, yes. It's next Friday, isn't it? Where should we go? Any recommendations?

A: How about that new Italian restaurant on Brick Road? Have you been there yet?

B: No, but we can check the reviews online ... Here we go. Hmm good. Here, take a look. Nine out of ten.

A: Wow, all good reviews. But only five people have reviewed it so far. I wonder how accurate this information is.

B: Well, this website usually has pretty reliable reviews.

A: Maybe, but I still think it's better to go there ourselves and check it out. A few times I've been to restaurants that had good reviews, but they turned out to be disappointing.

B: Hmm ... I'm pretty sure it'll be fine. But OK, let's go check it out.

4.11 TED TALK PART 1

What do you think of when I say the word "design"? You probably think of things like this: finely crafted objects that you can hold in your hand, or maybe logos and posters and maps that visually explain things, classic icons of timeless design. But I'm not here to talk about that kind of design. I want to talk about the kind that you probably use every day and may not give much thought to, designs that change all the time and that live inside your pocket. I'm talking about the design of digital experiences and specifically the design of systems that are so big that their scale can be hard to comprehend. Consider the fact that Google processes over one billion search queries every day, that every minute, over 100 hours of footage are uploaded to YouTube. That's more in a single day than all three major U.S. networks broadcast in the last five years combined. And Facebook transmitting the photos, messages, and stories of over 1.23 billion people. That's almost half of the Internet population, and a sixth of humanity.

These are some of the products that I've helped design over the course of my career, and their scale is so massive that they've produced unprecedented design challenges. But what is really hard about designing at scale is this: It's hard in part because it requires a combination of two things, audacity and humility—audacity to believe that the thing that you're making is something that the entire world wants and needs, and humility to understand that as a designer, it's not about you or your portfolio, it's about the people that you're designing for, and how your work just might help them live better lives. Now, unfortunately, there's no school that offers the course Designing for Humanity 101. I and the other designers who work on these kinds of products have had to kind of invent it as we go along, and we are teaching ourselves the emerging best practices of designing at scale, and today I'd like to share some of the things that we've learned over the years.

4.12 TED TALK PART 2

Now, the first thing that you need to know about designing at scale is that the little things really matter. Here's a really good example of how a very tiny design element can make a big impact. Now, the team at Facebook that manages the Facebook "Like" button decided that it needed to be redesigned. The button had kind of gotten out of sync with the evolution of our brand and it needed to be modernized. Now you might think, well, it's a tiny little button, it probably is a pretty straightforward, easy design assignment, but it wasn't. Turns out, there were all

kinds of constraints for the design of this button. You had to work within specific height and width parameters. You had to be careful to make it work in a bunch of different languages, and be careful about using fancy gradients or borders because it has to degrade gracefully in old web browsers. The truth is, designing this tiny little button was a huge pain in the butt.

Now, this is the new version of the button, and the designer who led this project estimates that he spent over 280 hours redesigning this button over the course of months. Now, why would we spend so much time on something so small? It's because when you're designing at scale, there's no such thing as a small detail. This innocent little button is seen on average 22 billion times a day and on over 7.5 million websites. It's one of the single most viewed design elements ever created. Now that's a lot of pressure for a little button and the designer behind it, but with these kinds of products, you need to get even the tiny things right.

4.13 TED TALK PART 3

[. . .] Now, when you set a goal to design for the entire human race, and you start to engage in that goal in earnest, at some point you run into the walls of the bubble that you're living in. Now, in San Francisco, we get a little miffed when we hit a dead cell zone because we can't use our phones to navigate to the new hipster coffee shop. But what if you had to drive four hours to charge your phone because you had no reliable source of electricity? What if you had no access to public libraries? What if your country had no free press? What would these products start to mean to you? This is what Google, YouTube, and Facebook look like to most of the world, and it's what they'll look like to most of the next five billion people to come online. Designing for low-end cell phones is not glamorous design work, but if you want to design for the whole world, you have to design for where people are, and not where you are.

So how do we keep this big, big picture in mind? We try to travel outside of our bubble to see, hear, and understand the people we're designing for. We use our products in non-English languages to make sure that they work just as well. And we try to use one of these phones from time to time to keep in touch with their reality.

So what does it mean to design at a global scale? It means difficult and sometimes exasperating work to try to improve and evolve products. Finding the audacity and the humility to do right by them can be pretty exhausting, and the humility part, it's a little tough on the design ego. Because these products are always changing, everything that I've designed in my career is pretty much gone, and everything that I will design will fade away. But here's what remains: the never-ending thrill of being a part of something that is so big, you can hardly get your head around it, and the promise that it just might change the world.

Thank you.

[Applause]

UNIT 5

5.1 TED TALK PREVIEW CLIP

This theater is built on Copacabana, which is the most famous beach in the world, but 25 kilometers away from here in the North Zone of Rio lies a community called Vila Cruzeiro, and roughly 60,000 people live there. Now, the people here in Rio mostly know Vila Cruzeiro from the news, and unfortunately, news from Vila Cruzeiro often is not good news.

5.2 LISTENING PART 1

Martín, could you tell us about the Mi Parque Foundation and what it aims to do?

Basically, the foundation aims to improve the lives of poor families in Chile by creating more green parks and spaces. Most of the public spaces in poor neighborhoods in Chile are dirty and ugly. Many poor families don't have access to beautiful green parks where they can spend time with their loved ones or be outside in nature. That's why we named the foundation "Mi Parque," which means "My Park" in English.

5.3 LISTENING PART 2

Why do you believe it's so important to increase access to green spaces?

Apart from the environmental benefit, I firmly believe that having more parks and green spaces in a neighborhood gives local residents a sense of pride and belonging. The neighborhood will look prettier, and people will want to spend more time outdoors. As neighbors spend more time together in these parks, there'll be more opportunities for community building. We try to educate the public about this through social media, public campaigns, workshops, and other events.

Is community building important to your foundation?

Absolutely. We involve the local community through all the stages of the project, from design and construction to maintenance. Generally, for each project, we try to get funds from a private company. Then, once we've secured the funding, we start the design process with the local families, keeping in mind their needs and concerns. After that, we rely on volunteers from the local community and the private company to carry out construction and maintenance. We want to empower local communities to take ownership of these green spaces. Our studies have shown that when we involve local volunteers in the project, they become more motivated to take care of their neighborhood and create a better place to live.

5.6 INFOGRAPHIC CONVERSATION

[Speaker A is male; Speaker B is female]

A: Welcome back! How was your trip to Malaysia? Where did you go?

B: It was short but sweet. I visited Malacca. Have you been there?

A: Yeah, but that was a really long time ago.

B: Do you remember the river?

A: Er, not much. But I remember it was lined with all these old buildings that were falling apart.

B: Right. But you wouldn't recognize it now. It's been completely transformed.

A: Really?

B: Yeah. It's all been cleaned up. All the old buildings have been turned into cool little shops and restaurants.

A: Oh yeah?

B: And the buildings are brightly painted with murals that show Malacca's history and culture. They can be seen all along the river. A cruise takes you down the river, so you can see them all.

A: You took a cruise?

B: Yeah. It's beautiful at night when it's all lit up.

A: Hmm. I should go back someday to check it out.

B: Yeah, it's definitely worth another visit.

5.10 TED TALK PART 1

Dre Urhahn: This theater is built on Copacabana, which is the most famous beach in the world. But 25 kilometers away from here in the North Zone of Rio lies a community called Vila Cruzeiro, and roughly 60,000 people live there. Now, the people here in Rio mostly know Vila Cruzeiro from the news, and unfortunately, news from Vila Cruzeiro often is not good news. But Vila Cruzeiro is also the place where our story begins.

Jeroen Koolhaas: Ten years ago, we first came to Rio to shoot a documentary about life in the favelas. Now, we learned that favelas are informal communities. They emerged over the years when immigrants from the countryside came to the cities looking for work, like cities within the cities, known for problems with crime, poverty, and the violent drug war between police and the drug gangs. So what struck us was that these were communities that the people who lived there had built with their own hands, without a master plan and like a giant work in progress. Where we're from, in Holland, everything is planned. We even have rules for how to follow the rules. [Laughter]

DU: So the last day of filming, we ended up in Vila Cruzeiro, and we were sitting down and we had a drink, and we were overlooking this hill with all these houses, and most of these houses looked unfinished, and they had walls of bare brick, but we saw some of these houses that were plastered and painted, and suddenly we had this idea: What would it look like if all these houses would be plastered and painted? And then we imagined one big design, one big work of art. Who would expect something like that in a place like this? So we thought, would that even be possible?

5.11 TED TALK PART 2

[. . .] JK: We had a friend. He ran an NGO in Vila Cruzeiro. His name was Nanko, and he also liked the idea. He said, "You know, everybody here would pretty much love to have their houses plastered and painted. It's when a house is finished." So he introduced us to the right people, and Vitor and Maurinho became our crew. We picked three houses in the center of the community and we start here. We made a few designs, and everybody liked this design of a boy flying a kite the best. So we started painting, and the first thing we did was to paint everything blue, and we thought that looked already pretty good. But they hated it. The people who lived there really hated it. They said, "What did you do? You painted our house in exactly the same color as the police station." [Laughter] In a favela, that is not a good thing. Also the same color as the prison cell. So we quickly went ahead and we painted the boy, and then we thought we were finished, we were really happy, but still, it wasn't good because the little kids started coming up to us, and they said, "You know, there's a boy flying the kite, but where is his kite?" We said, "Uh, it's art. You know, you have to imagine the kite." [Laughter] And they said, "No, no, no, we want to see the kite." So we quickly installed a kite way up high on the hill, so that you could see the boy flying the kite and you could actually see a kite. So the local news started writing about it, which was great, and then even *The Guardian* wrote about it: "Notorious slum becomes open-air gallery."

5.12 TED TALK PART 3

[. . .] DU: So then we received an unexpected phone call from the Philadelphia Mural Arts Program, and they had this question if this idea, our approach, if this would actually work in North Philly, which is one of the poorest neighborhoods in the United States. So we immediately said yes. We had no idea how, but it seemed like a very interesting challenge, so we did exactly the same as we did in Rio, and we moved into the neighborhood and started barbecuing. [Laughter] So the project took almost two years to complete, and we made individual designs for every single house on the avenue that we painted, and we made these designs together with the local store owners, the building owners, and a team of about a dozen young men and women. They were hired, and then they were trained as painters, and together they transformed their own neighborhood, the whole street, into a giant patchwork of color. [Applause] And at the end, the city of Philadelphia thanked every single one of them and gave them like a merit for their accomplishment.

[. . .] DU: So while this is happening, we are bringing this idea all over the world. So, like the project we did in Philadelphia, we are also invited to do workshops, for instance in Curaçao, and right now we're planning a huge project in Haiti.

JK: So the favela was not only the place where this idea started. It was also the place that made it possible to work without a master plan, because these communities are informal—this was the inspiration—and in a communal

effort, together with the people, you can almost work like in an orchestra, where you have a hundred instruments playing together to create a symphony.

DU: So we want to thank everybody who wanted to become part of this dream and supported us along the way, and we are looking at continuing.

JK: Yeah. And so one day pretty soon, when the colors start going up on these walls, we hope more people will join us, and, you know, join this big dream, and so that maybe one day, the whole of Vila Cruzeiro will be painted.

DU: Thank you.

[Applause]

UNIT 6

6.1 TED TALK PREVIEW CLIP

We desperately need great communication from our scientists and engineers in order to change the world. Our scientists and engineers are the ones that are tackling our grandest challenges, from energy to environment to health care, among others, and if we don't know about it and understand it, then the work isn't done, and I believe it's our responsibility as non-scientists to have these interactions.

6.2 LISTENING

Neil, who do you usually present to? What kinds of presentations do you give?

I present to all kinds of teachers—elementary school teachers, secondary school teachers, teachers in intensive English programs, teachers of adult learners, new teachers, and experienced teachers. I usually talk about language teaching and leadership development.

How do you plan and prepare for your presentations?

Before the presentation, I find out as much as I can about my audience. Sometimes, I send a survey to the teachers who are coming to my presentation to learn about their concerns and what they would like to see.

I make sure I am up to date in my knowledge of my presentation topic, and I also prepare a list of useful websites and books. This list allows the teachers to explore other ideas after the presentation.

I usually create slides for my presentation. And in my slides, I try to include photos so that it's easier for the audience to follow my presentation.

What's your presentation style?

I always begin my presentation with a challenge. For example, identifying one idea from my presentation that they are going to use within the next week. I do this so that my audience isn't just sitting and listening, but actively thinking about my presentation topic.

I also like to get my audience to work in groups. It gives audience members a chance to discuss the ideas that I'm sharing. Often, they come up with ideas that allow all of us to learn.

6.5 INFOGRAPHIC CONVERSATION

[Jon is male; Mel is female]

Jon: Mel, have you been in touch with Rita recently?

Mel: Hey, Jon. No, why?

Jon: I have to present to a client next week and I want her to check some information I have. But I can't get hold of her.

Mel: Have you tried calling her?

Jon: I texted her a few times this morning.

Mel: Why don't you give her a call?

Jon: I did—last night—but got her voicemail. She's always busy. Anyway, she should have the texts I sent.

Mel: I would call again. It's much quicker. Texting never works for me. I much prefer to speak to people. And there's no misunderstanding when you speak to someone directly.

Jon: Yeah, maybe, but you can read and reply to texts any time. I usually avoid calling because people are always busy and they never answer. A text allows you to reply when it's convenient.

Mel: Hmm. I guess I'm just old-fashioned. People just seem to ignore texts. If I really need someone, I call them. Just try giving her a call.

Jon: OK. I guess you're right. I'll try later.

6.9 TED TALK PART 1

Five years ago, I experienced a bit of what it must have been like to be Alice in Wonderland. Penn State asked me, a communications teacher, to teach a communications class for engineering students. And I was scared. [Laughter] Really scared. Scared of these students with their big brains and their big books and their big, unfamiliar words. But as these conversations unfolded, I experienced what Alice must have when she went down that rabbit hole and saw that door to a whole new world. That's just how I felt as I had those conversations with the students. I was amazed at the ideas that they had, and I wanted others to experience this wonderland as well. And I believe the key to opening that door is great communication.

We desperately need great communication from our scientists and engineers in order to change the world. Our scientists and engineers are the ones that are tackling our grandest challenges, from energy to environment to health care, among others, and if we don't know about it and understand it, then the work isn't done, and I believe it's our responsibility as non-scientists to have these interactions. But these great conversations can't occur if our scientists and engineers don't invite us in to see their wonderland. So scientists and engineers, please, talk nerdy to us.

6.10 TED TALK PART 2

I want to share a few keys on how you can do that to make sure that we can see that your science is sexy and that your

engineering is engaging. First question to answer for us: So what? Tell us why your science is relevant to us. Don't just tell me that you study trabeculae, but tell me that you study trabeculae, which is the mesh-like structure of our bones because it's important to understanding and treating osteoporosis.

And when you're describing your science, beware of jargon. Jargon is a barrier to our understanding of your ideas. Sure, you can say "spatial and temporal," but why not just say "space and time," which is so much more accessible to us? And making your ideas accessible is not the same as dumbing it down. Instead, as Einstein said, make everything as simple as possible, but no simpler. You can clearly communicate your science without compromising the ideas. A few things to consider are having examples, stories, and analogies. Those are ways to engage and excite us about your content. And when presenting your work, drop the bullet points. Have you ever wondered why they're called bullet points? [Laughter] What do bullets do? Bullets kill, and they will kill your presentation. A slide like this is not only boring, but it relies too much on the language area of our brain, and causes us to become overwhelmed. Instead, this example slide by Genevieve Brown is much more effective. It's showing that the special structure of trabeculae are so strong that they actually inspired the unique design of the Eiffel Tower. And the trick here is to use a single, readable sentence that the audience can key into if they get a bit lost, and then provide visuals which appeal to our other senses and create a deeper sense of understanding of what's being described.

6.11 TED TALK PART 3

So I think these are just a few keys that can help the rest of us to open that door and see the wonderland that is science and engineering. And because the engineers that I've worked with have taught me to become really in touch with my inner nerd, I want to summarize with an equation. [Laughter] Take your science, subtract your bullet points and your jargon, divide by relevance, meaning share what's relevant to the audience, and multiply it by the passion that you have for this incredible work that you're doing, and that is going to equal incredible interactions that are full of understanding. And so, scientists and engineers, when you've solved this equation, by all means, talk nerdy to me. [Laughter] Thank you. [Applause]

UNIT 7

7.1 TED TALK PREVIEW CLIP

Where do you come from? It's such a simple question, but these days, of course, simple questions bring ever more complicated answers.

People are always asking me where I come from, and they're expecting me to say India, and they're absolutely right, insofar as 100 percent of my blood and ancestry does come from India. Except, I've never lived one day of my life there.

7.3 LISTENING PART 1

I'm Janice. My parents are from Madeira, Portugal, but I was born in a small mining town in South Africa. When I was 24, I moved to Portugal, and that's where I met my husband, Martin, who's from the U.K. In 2001, Martin got a job in Hong Kong, so we moved there after we got married. Both my children, Bella and Zach, were born there. Then in 2009, we moved to Australia. Now I live with my kids here in Singapore.

7.4 LISTENING PART 2

To me, my home is where I live at that moment. I've found it easier and quicker to adjust to my new country this way. I encourage my children to do the same—you know, to enjoy and discover the best of the place we live in at that moment.

I love that my family is very open-minded to all people and that we're always interested in learning about other cultures. My children have been learning Mandarin from a very young age, and have friends from very different backgrounds.

At the same time, I want my children to know where their family comes from. So we often travel to South Africa, Portugal, and the U.K. to visit family.

7.7 INFOGRAPHIC CONVERSATION

[Speaker A is female; Speaker B is male]

A: Hey, you know Nick, right? My colleague at work.

B: Yeah, why?

A: He's leaving. He's moving to France next month.

B: Really? I thought he was pretty settled here.

A: Well, his wife got a job offer. She's half French, and her parents are living in France now. So they think it's better to move there.

B: I see. You know, my sister's thinking of leaving her job, too. She's been working in her current company for five years.

A: Is she going to study?

B: Yeah. She wants to go somewhere new and learn new stuff.

A: Seems like everyone is leaving for one reason or another. What about you?

B: Me? Er, I don't think I want to move to another country. I've lived here all my life, and I don't think I could get used to living somewhere else!

7.11 TED TALK PART 1

Where do you come from? It's such a simple question, but these days, of course, simple questions bring ever more complicated answers.

People are always asking me where I come from, and they're expecting me to say India, and they're absolutely right, insofar as 100 percent of my blood and ancestry does come from India. Except, I've never lived one day of my life there. I can't speak even one word of its more than

22,000 dialects. So I don't think I've really earned the right to call myself an Indian. And if "Where do you come from?" means "Where were you born and raised and educated?" then I'm entirely of that funny little country known as England, except I left England as soon as I completed my undergraduate education, and all the time I was growing up, I was the only kid in all my classes who didn't begin to look like the classic English heroes represented in our textbooks. And if "Where do you come from?" means "Where do you pay your taxes? Where do you see your doctor and your dentist?" then I'm very much of the United States, and I have been for 48 years now, since I was a really small child. Except, for many of those years, I've had to carry around this funny little pink card with green lines running through my face identifying me as a permanent alien. I do actually feel more alien the longer I live there.

[Laughter]

And if "Where do you come from?" means "Which place goes deepest inside you and where do you try to spend most of your time?" then I'm Japanese, because I've been living as much as I can for the last 25 years in Japan. Except, all of those years I've been there on a tourist visa, and I'm fairly sure not many Japanese would want to consider me one of them.

7.12 TED TALK PART 2

[. . .] And for more and more of us, home has really less to do with a piece of soil than, you could say, with a piece of soul. If somebody suddenly asks me, "Where's your home?" I think about my sweetheart or my closest friends or the songs that travel with me wherever I happen to be.

[. . .] The number of people living in countries not their own now comes to 220 million, and that's an almost unimaginable number, but it means that if you took the whole population of Canada and the whole population of Australia and then the whole population of Australia again and the whole population of Canada again and doubled that number, you would still have fewer people than belong to this great floating tribe. And the number of us who live outside the old nation-state categories is increasing so quickly, by 64 million just in the last 12 years, that soon there will be more of us than there are Americans. Already, we represent the fifth-largest nation on Earth. And in fact, in Canada's largest city, Toronto, the average resident today is what used to be called a foreigner, somebody born in a very different country.

7.13 TED TALK PART 3

[. . .] Many of the people living in countries not their own are refugees who never wanted to leave home and ache to go back home. But for the fortunate among us, I think the age of movement brings exhilarating new possibilities. Certainly when I'm travelling, especially to the major cities of the world, the typical person I meet today will be, let's say, a half-Korean, half-German young woman living in Paris. And as soon as she meets a half-Thai, half-Canadian young guy from Edinburgh, she recognizes him

as kin. She realizes that she probably has much more in common with him than with anybody entirely of Korea or entirely of Germany. So they become friends. They fall in love. They move to New York City. [Laughter] Or Edinburgh. And the little girl who arises out of their union will of course be not Korean or German or French or Thai or Scotch or Canadian or even American, but a wonderful and constantly evolving mix of all those places. And potentially, everything about the way that young woman dreams about the world, writes about the world, thinks about the world, could be something different, because it comes out of this almost unprecedented blend of cultures. Where you come from now is much less important than where you're going. More and more of us are rooted in the future or the present tense as much as in the past. And home, we know, is not just the place where you happen to be born. It's the place where you become yourself.

UNIT 8

8.1 TED TALK PREVIEW CLIP

Today I'm going to show you an electric vehicle that weighs less than a bicycle, that you can carry with you anywhere, that you can charge off a normal wall outlet in 15 minutes, and you can run it for 1,000 kilometers on about a dollar of electricity.

8.2 LISTENING

Cyril Burguiere lives in Portland in the United States. Most of the people in the city drive or take public transportation to work, but Burguiere's daily commute is special—he travels down a river on a board!

Burguiere is passionate about stand up paddle boarding, also known as SUP. He was looking for a way to spend more time practicing the sport, so he decided that it would be a great idea to commute by SUP. Every morning, Burguiere walks to the Willamette River near his house. By 7 a.m., he's all ready to begin his journey down the river. He has to paddle about four kilometers to get to his office in the downtown area.

Burguiere enjoys his commute very much. He loves that he's able to exercise every morning. It has helped him train for SUP competitions. He also enjoys being surrounded by nature and wildlife. He gets to observe different kinds of birds. Once, he even came close to a sea lion!

Although there were times when Burguiere had to paddle through snowstorms or rain, he believes that it's part of the fun of his commute. Burguiere hopes that his unusual commute can inspire his children to do something interesting and different.

8.5 INFOGRAPHIC CONVERSATION

[Speaker A is female; Speaker B is male]

A: Have you ever thought about traveling to space?

B: Not really. Why?

A: I read that by 2030, people will probably be able to take their vacations in space.

B: Space tourists? Cool!

A: Yeah. Virgin Galactic and a few other companies are already working on it. Would you like to go into space if you had the chance—and the money?

B: Oh yeah, I'd love to, but I guess it'll be pretty risky, right?

A: I think so. But they will be doing test flights for the next few years. I guess they won't begin to sell tickets till it's safe.

B: It must be amazing to look down on Earth. Imagine the views.

A: Absolutely. And floating in space would be incredible, too.

B: Yeah. But I'm sure tickets won't be cheap.

A: Yeah. It's going to cost at least \$250,000.

B: Well, maybe it'll get cheaper—you know, when it becomes popular.

A: Yeah. One day, we all might be able to go into space on day trips!

8.9 TED TALK PART 1

Today I'm going to show you an electric vehicle that weighs less than a bicycle, that you can carry with you anywhere, that you can charge off a normal wall outlet in 15 minutes, and you can run it for 1,000 kilometers on about a dollar of electricity. But when I say the word electric vehicle, people think about vehicles. They think about cars and motorcycles and bicycles, and the vehicles that you use every day. But if you come about it from a different perspective, you can create some more interesting, more novel concepts. So we built something. I've got some of the pieces in my pocket here. So this is the motor. This motor has enough power to take you up the hills of San Francisco at about 20 miles per hour, about 30 kilometers an hour, and this battery, this battery right here has about 6 miles of range, or 10 kilometers, which is enough to cover about half of the car trips in the U.S. alone. But the best part about these components is that we bought them at a toy store. These are from remote control airplanes. And the performance of these things has gotten so good that if you think about vehicles a little bit differently, you can really change things.

So today we're going to show you one example of how you can use this. Pay attention to not only how fun this thing is, but also how the portability that comes with this can totally change the way you interact with a city like San Francisco.

8.10 TED TALK PART 2

[Music] [6 Mile Range] [Top Speed Near 20mph]

[Uphill Climbing] [Regenerative Braking]

[Applause] [Cheers]

So we'll show you what this thing can do. It's really maneuverable. You have a hand-held remote, so you can pretty easily control acceleration, braking, go in reverse if

you'd like, also have braking. It's incredible just how light this thing is. I mean, this is something you can pick up and carry with you anywhere you go.

So I'll leave you with one of the most compelling facts about this technology and these kinds of vehicles. This uses 20 times less energy for every mile or kilometer that you travel than a car, which means not only is this thing fast to charge and really cheap to build, but it also reduces the footprint of your energy use in terms of your transportation. So instead of looking at large amounts of energy needed for each person in this room to get around in a city, now you can look at much smaller amounts and more sustainable transportation.

So next time you think about a vehicle, I hope, like us, you're thinking about something new.

Thank you.

[Applause]

UNIT 9

9.1 TED TALK PREVIEW CLIP

A couple of weeks ago, I was at a dinner party and the man to my right started telling me about all the ways that the Internet is degrading the English language. He brought up Facebook, and he said, "To defriend? I mean, is that even a real word?"

I want to pause on that question: What makes a word real? My dinner companion and I both know what the verb "defriend" means, so when does a new word like "defriend" become real? Who has the authority to make those kinds of official decisions about words, anyway?

9.2 LISTENING PART 1

Dr. Browne, could you tell us a bit about what you do?

I'm a corpus linguist, which means I use computers to study how people use language.

I'm interested in online learning and my focus is to make it easier for people to learn and teach English.

I've created many apps, tools, and websites that help people to learn high-frequency vocabulary words—words that people use most often—or improve their reading and listening skills.

Why is learning vocabulary so important for English learners?

Vocabulary are the essential building blocks of language.

Although there are many words in English, we don't really need to know so many words to get by. In fact, an average college-educated native speaker of English only knows about 30,000 words, or about 5 percent of the English language. Unfortunately, most non-native speakers know far fewer than this. For example, in Japan, the average student knows only about 2,300 words.

To help address this problem, I created a list of core, high-frequency words for the English language learner. The

New General Service List (or NGSL) contains 2,800 words, which represents less than 0.05 percent of the English language.

This word list, however, allows learners to understand about 92 percent of English words that appear in everyday life.

9.3 LISTENING PART 2

Do you think learning slang can help students learn English?

Generally speaking, yes.

Slang often appears in books and movies, so knowing some of the most common slang expressions can help increase students' learning opportunities.

Knowing slang may also help them learn how to communicate with each other in informal situations.

However, I feel that students should first learn the core words in English, such as those in the NGSL, before learning slang. If they do that, they will more quickly reach the level where they can understand English without the help of a dictionary or a teacher.

9.6 INFOGRAPHIC CONVERSATION

[Speaker A is female; Speaker B is male]

A: Hey, did you know that the Word of the Year in 2015 wasn't even a word? It was an emoji.

B: An emoji? How come they chose that?

A: Apparently in that year there were a lot more people using emojis to communicate. Guess what the most popular one was?

B: The smiley?

A: Nope. The tears of joy one. That's the one they chose. Do you know it?

B: Oh yeah, I do. I use it sometimes.

A: Me, too. I didn't use to include emojis at all in my texts, but I've realized how creative I could be with them! It's much simpler to use an emoji than to describe how I feel—like if I'm laughing so hard that I'm crying.

B: Yeah, you're right. And also when you want to make sure people realize you're joking. It's so easy to misunderstand text messages. I used to send serious replies to my friend, and then find out later that he was just joking!

A: Yeah. I don't think emojis used to be that common. But now they're definitely an important feature of mobile and online communication.

B: Facebook has even expanded its "Like" button to include a few emojis. They say this helps people to better express themselves!

9.10 TED TALK PART 1

[...] A couple of weeks ago, I was at a dinner party and the man to my right started telling me about all the ways that the Internet is degrading the English language. He

brought up Facebook, and he said, "To defriend? I mean, is that even a real word?" I want to pause on that question: What makes a word real? My dinner companion and I both know what the verb "defriend" means, so when does a new word like "defriend" become real? Who has the authority to make those kinds of official decisions about words, anyway? Those are the questions I want to talk about today.

I think most people, when they say a word isn't real, what they mean is, it doesn't appear in a standard dictionary. That, of course, raises a host of other questions, including, who writes dictionaries?

[. . .] Even the most critical people out there tend not to be very critical about dictionaries, not distinguishing among them and not asking a whole lot of questions about who edited them. Just think about the phrase "Look it up in the dictionary," which suggests that all dictionaries are exactly the same.

9.11 TED TALK PART 2

[. . .] Here's the thing: If you ask dictionary editors, what they'll tell you is they're just trying to keep up with us as we change the language. They're watching what we say and what we write and trying to figure out what's going to stick and what's not going to stick. They have to gamble, because they want to appear cutting edge and catch the words that are going to make it, such as LOL, but they don't want to appear faddish and include the words that aren't going to make it, and I think a word that they're watching right now is YOLO, you only live once.

Now I get to hang out with dictionary editors, and you might be surprised by one of the places where we hang out. Every January, we go to the American Dialect Society annual meeting, where among other things, we vote on the word of the year.

[. . .] Now, a few weeks before our vote, Lake Superior State University issues its list of banished words for the year. What is striking about this is that there's actually often quite a lot of overlap between their list and the list that we are considering for words of the year, and this is because we're noticing the same thing. We're noticing words that are coming into prominence. It's really a question of attitude. Are you bothered by language fads and language change, or do you find it fun, interesting, something worthy of study as part of a living language?

9.12 TED TALK PART 3

[. . .] In retrospect, we think it's fascinating that the word "nice" used to mean silly, and that the word "decimate" used to mean to kill one in every ten. [Laughter] We think that Ben Franklin was being silly to worry about "notice" as a verb. Well, you know what? We're going to look pretty silly in a hundred years for worrying about "impact" as a verb and "invite" as a noun. The language is not going to change so fast that we can't keep up. Language just doesn't work that way. I hope that what you can do is find language change not worrisome but fun and fascinating,

just the way dictionary editors do. I hope you can enjoy being part of the creativity that is continually remaking our language and keeping it robust.

So how does a word get into a dictionary? It gets in because we use it and we keep using it, and dictionary editors are paying attention to us. If you're thinking, "But that lets all of us decide what words mean," I would say, "Yes it does, and it always has." Dictionaries are a wonderful guide and resource, but there is no objective dictionary authority out there that is the final arbiter about what words mean. If a community of speakers is using a word and knows what it means, it's real. That word might be slangy, that word might be informal, that word might be a word that you think is illogical or unnecessary, but that word that we're using, that word is real.

Thank you.

[Applause]

UNIT 10

10.1 TED TALK PREVIEW CLIP

So we're going to test the machine. So first of all, give me your poker face. Yep, awesome. [Laughter] And then as she smiles, this is a genuine smile, it's great. So you can see the green bar go up as she smiles.

10.2 LISTENING PART 1

Craig, could you tell us a little bit about what you do?

I'm the deputy academic head at an international school. In addition to my teaching duties, I also take on the role of a guidance counselor there. So I speak with students whenever they are facing any difficulties, and offer them advice. Most of my students are between 18 and 22 years old.

What kind of problems do you usually help your students with?

Some of the common challenges they face are uncertainty about what jobs they want to do in the future, and family problems. As I work in an international school, I also meet some students who have trouble adjusting to a new country and school environment.

10.3 LISTENING PART 2

How do you help the students who come to you?

It depends on the kind of problem they're facing. But the most important thing is to first help them better understand their own emotions. I usually get them to think about why they are feeling a certain way. By breaking down the problem, it's easier to identify the cause and deal with it in a suitable way.

How important is it for us to manage our emotions?

We make big and small decisions every day, and they shape our direction in life. All of these decisions are influenced by our emotions. So it's really important for us to know how to understand and manage our emotions effectively. It will help us to make good life decisions.

10.6 INFOGRAPHIC CONVERSATION

[Speaker A is female; Speaker B is male]

A: How was your job interview? Did it go well?

B: I'm not sure. I think I did okay. But they asked me to take an EQ test.

A: Really?

B: Yeah. I had to answer 40 multiple choice questions about what I'm like and what I'd do in different situations.

A: Did they tell you how you did?

B: No. They just said they'd get in touch.

A: Hmm. I wonder why they gave you that test.

B: Well, the position involves a lot of team work and negotiation with business partners. They told me that the EQ test really helped them find people who are suited for the job.

A: Better than an IQ test?

B: Yeah. According to them, EQ is more relevant.

A: Have you ever done an EQ test before?

B: No, that was the first... Have you?

A: Yes, actually. Just a simple one online.

B: How was it?

A: Well, I scored low in self-awareness, but did well in managing relationships.

B: Hmm. Well, I think you are good at dealing with people. You get on well with everybody at work.

A: Thanks. Anyway, let me know the results of your interview. Good luck!

B: Sure!

10.9 TED TALK PART 1

Our emotions influence every aspect of our lives, from our health and how we learn, to how we do business and make decisions, big ones and small. Our emotions also influence how we connect with one another. We've evolved to live in a world like this, but instead, we're living more and more of our lives like this—this is the text message from my daughter last night—in a world that's devoid of emotion. So I'm on a mission to change that. I want to bring emotions back into our digital experiences.

I started on this path 15 years ago. I was a computer scientist in Egypt, and I had just gotten accepted to a Ph.D. program at Cambridge University.

[. . .] At Cambridge, thousands of miles away from home, I realized I was spending more hours with my laptop than I did with any other human. Yet despite this intimacy, my laptop had absolutely no idea how I was feeling. It had no idea if I was happy, having a bad day, or stressed, confused, and so that got frustrating. Even worse, as I communicated online with my family back home, I felt that all my emotions disappeared in cyberspace. I was homesick, I was lonely, and on some days I was

actually crying, but all I had to communicate these emotions was this. [Laughter] Today's technology has lots of IQ, but no EQ; lots of cognitive intelligence, but no emotional intelligence. So that got me thinking, what if our technology could sense our emotions? What if our devices could sense how we felt and reacted accordingly, just the way an emotionally intelligent friend would? Those questions led me and my team to create technologies that can read and respond to our emotions, and our starting point was the human face.

10.10 TED TALK PART 2

[. . .] So the best way to demonstrate how this technology works is to try a live demo, so I need a volunteer, preferably somebody with a face. [Laughter] Cloe's going to be our volunteer today.

[. . .] As you can see, the algorithm has essentially found Cloe's face, so it's this white bounding box, and it's tracking the main feature points on her face, so her eyebrows, her eyes, her mouth, and her nose. The question is, can it recognize her expression? So we're going to test the machine. So first of all, give me your poker face. Yep, awesome. [Laughter] And then as she smiles, this is a genuine smile, it's great. So you can see the green bar go up as she smiles. Now that was a big smile. Can you try like a subtle smile to see if the computer can recognize? It does recognize subtle smiles as well. We've worked really hard to make that happen. And then eyebrow raised, indicator of surprise. Brow furrow, which is an indicator of confusion. Frown. Yes, perfect. So these are all the different action units. There's many more of them. This is just a slimmed-down demo. But we call each reading an emotion data point. [. . .]

10.11 TED TALK PART 3

[. . .] So, so far, we have amassed 12 billion of these emotion data points. It's the largest emotion database in the world. We've collected it from 2.9 million face videos, people who have agreed to share their emotions with us, and from 75 countries around the world. It's growing every day. It blows my mind away that we can now quantify something as personal as our emotions, and we can do it at this scale.

So what have we learned to date? Gender. Our data confirms something that you might suspect. Women are more expressive than men. Not only do they smile more, their smiles last longer, and we can now really quantify what is it that men and women respond to differently. Let's do culture: So in the United States, women are 40 percent more expressive than men, but curiously, we don't see any difference in the U.K. between men and women. [Laughter] Age: People who are 50 years and older are 25 percent more emotive than younger people. Women in their 20s smile a lot more than men the same age, perhaps a necessity for dating. But perhaps what surprised us the most about this data is that we happen to be expressive all the time. [. . .]

10.12 TED TALK PART 4

[. . .] Where is this data used today? In understanding how we engage with media, so understanding virality and voting behavior; and also empowering or emotion-enabling technology, and I want to share some examples that are especially close to my heart. Emotion-enabled wearable glasses can help individuals who are visually impaired read the faces of others, and it can help individuals on the autism spectrum interpret emotion, something that they really struggle with. In education, imagine if your learning apps sense that you're confused and slowed down, or that you're bored, so it sped up, just like a great teacher would in a classroom. What if your wristwatch tracked your mood, or your car sensed that you're tired, or perhaps your fridge knows that you're stressed, so it auto-locks to prevent you from binge eating. [Laughter] I would like that, yeah. What if, when I was in Cambridge, I had access to my real-time emotion stream, and I could share that with my family back home in a very natural way, just like I would've if we were all in the same room together?

I think five years down the line, all our devices are going to have an emotion chip, and we won't remember what it was like when we couldn't just frown at our device and our device would say, "Hmm, you didn't like that, did you?"

[. . .] So as more and more of our lives become digital, we are fighting a losing battle trying to curb our usage of devices in order to reclaim our emotions. So what I'm trying to do instead is to bring emotions into our technology and make our technologies more responsive. So I want those devices that have separated us to bring us back together. And by humanizing technology, we have this golden opportunity to reimagine how we connect with machines, and therefore, how we, as human beings, connect with one another.

Thank you.

UNIT 11

11.1 TED TALK PREVIEW CLIP

So, we're going to put up some slides of some of your companies here. You've started one or two in your time. So, you know, Virgin Atlantic, Virgin Records—I guess it all started with a magazine called *Student*. And then, yes, all these other ones as well. I mean, how do you do this?

11.3 LISTENING PART 1

I'm Priscilla Shunmugam, and I'm a fashion designer. I've been working on my own fashion label since 2010.

I never really planned on becoming a fashion designer. I graduated as a law student and practiced law for a couple of years at an oil and gas company. But something didn't feel right. It wasn't a job I could see myself doing for the rest of my life. So in 2008, I decided to look for something I was more passionate about.

I went to London and started sewing classes during my time there. I was pretty surprised to discover that I had a talent for it. So I took a few more short courses at the London College of Fashion. After spending a year in the U.K., I knew what I wanted to do. After coming home, I started my fashion label, Ong Shunmugam, which is a combination of my parents' last names.

11.4 LISTENING PART 2

My clothing designs portray a strong Asian identity. Before setting up my business, I traveled all over Asia to gather textiles from different cities and villages. I believe that traditional textiles are an important part of Asia's history, and I hope to preserve them through my designs.

I went into fashion design without the guidance of a mentor, so I hope I can be someone who inspires younger designers in the future.

11.7 INFOGRAPHIC CONVERSATION

Priscilla, what was it like when you first started your business?

When I started my label, I didn't have the money, the connections, or the experience. These are things necessary to make it in the fashion industry. But I told myself I should stop worrying about what I didn't have, and instead, look at my own abilities. I thought about what I wanted to achieve—which is to create a well-made dress—and focused on getting that right.

How did your family and friends react to your decision to enter fashion?

At the time, not many people believed I had made the right decision. So I had to be my own supporter and my own critic, and make it work.

How has going into fashion and starting a business changed your life?

Well, first there were the financial difficulties. I couldn't even afford things like cheap toiletries and makeup brands. There was definitely a big difference between this and the comfortable lifestyles of my lawyer friends. In order to commit myself fully to my business I also had to give up two serious relationships and my dreams of starting a family in my 20s.

How did you handle that?

I understand that we need to make sacrifices for what we believe in. We have to be brave and make hard decisions when needed.

So you've been building your business for at least five years now. What's it like today?

It's not that different. I'm still sleeping about four to five hours a day, working seven days a week, and managing five separate email accounts. I don't want to let go of any of it. I still feel I want to be involved in everything—that's something that hasn't changed from day one. Opportunities don't always come along, so when you have one, you should grab it. That's what I've chosen to do.

11.11 TED TALK PART 1

[. . .] Chris Anderson: So, we're going to put up some slides of some of your companies here. You've started one or two in your time. So, you know, Virgin Atlantic, Virgin Records—I guess it all started with a magazine called *Student*. And then, yes, all these other ones as well. I mean, how do you do this?

Richard Branson: I read all these sort of TED Instructions: you must not talk about your own business, and this, and now you ask me. So I suppose you're not going to be able to kick me off the stage, since you asked the question. [Laughter]

CA: It depends what the answer is though.

RB: No, I mean, I think I learned early on that if you can run one company, you can really run any companies. I mean, companies are all about finding the right people, inspiring those people, you know, drawing out the best in people. And I just love learning and I'm incredibly inquisitive and I love taking on, you know, the status quo and trying to turn it upside down. So I've seen life as one long learning process. And if I see—you know, if I fly on somebody else's airline and find the experience is not a pleasant one, which it wasn't, 21 years ago, then I'd think, well, you know, maybe I can create the kind of airline that I'd like to fly on. And so, you know, so I got one secondhand 747 from Boeing and gave it a go.

11.12 TED TALK PART 2

[. . .] CA: Didn't—weren't you just terrible at school?

RB: I was dyslexic. I had no understanding of schoolwork whatsoever. I certainly would have failed IQ tests. And it was one of the reasons I left school when I was 15 years old. And if I—if I'm not interested in something—I don't grasp it. As somebody who's dyslexic, you also have some quite bizarre situations. I mean, for instance, I've had to—you know, I've been running the largest group of private companies in Europe, but haven't been able to know the difference between net and gross. And so the board meetings have been fascinating. [Laughter] And so, it's like, good news or bad news? And generally, the people would say, oh, well that's bad news.

CA: But just to clarify, the 25 billion dollars is gross, right? That's gross? [Laughter]

RB: Well, I hope it's net actually, having—[Laughter]—I've got it right.

CA: No, trust me, it's gross. [Laughter]

RB: So, when I turned 50, somebody took me outside the boardroom and said, "Look Richard, here's a—let me draw on a diagram. Here's a net in the sea, and the fish have been pulled from the sea into this net. And that's the profits you've got left over in this little net, everything else is eaten." And I finally worked it all out.

11.13 TED TALK PART 3

[. . .] CA: So seriously, is there a dark side? A lot of people would say there's no way that someone could put together

this incredible collection of businesses without knifing a few people in the back, you know, doing some ugly things. You've been accused of being ruthless. There was a nasty biography written about you by someone. Is any of it true? Is there an element of truth in it?

RB: I don't actually think that the stereotype of a businessperson treading all over people to get to the top, generally speaking, works. I think if you treat people well, people will come back and come back for more. And I think all you have in life is your reputation and it's a very small world. And I actually think that the best way of becoming a successful business leader is dealing with people fairly and well, and I like to think that's how we run Virgin.

UNIT 12

12.1 TED TALK PREVIEW CLIP

My big idea is a very, very small idea that can unlock billions of big ideas that are at the moment dormant inside us. And my little idea that will do that is sleep.

12.3 LISTENING

Jeffrey Liff is a neuroscientist who is interested in understanding how our brain works. He and his team have discovered why sleep is so important to us.

All of the cells in the body produce waste, which—along with dead cells—has to be cleared away. Carbon dioxide, proteins, and even water are examples of waste products. The waste—or debris—in different parts of the body is taken away by a network of vessels called the lymphatic system. This process happens mostly during the day, when we are active.

However, the brain has no lymphatic vessels, which means it has to clear its waste in a completely different way. Brain cells produce a lot of waste because they are highly active and use a lot of energy, so the brain needs to be cleaned regularly.

Unlike the rest of the body, waste accumulates in the brain all through the day when we are awake. When we fall asleep, the brain shifts to a cleaning mode and the waste is slowly cleared away.

This is like leaving our household chores to the weekend because we are too busy during the week to do them. And, as with cleaning our house, if we leave it too long, the brain starts to get dirty and cluttered.

12.6 INFOGRAPHIC CONVERSATION

[Speaker A is male; Speaker B is female]

A: When do you think the brain is more active: when we're awake or when we're asleep?

B: When we're awake, I would think. Am I right?

A: Well, actually, the brain is busier when we sleep.

B: Really? That seems strange.

A: Yeah. But that's why it's important to get enough sleep. Our brain needs the time to do a lot of work.

B: Oh really?

A: Yeah, according to a study published in a medical journal, if you didn't sleep for 24 hours, you'd feel as if you were drunk.

B: You mean we wouldn't be able to think clearly?

A: Yeah, something like that. And if we don't sleep for a couple of days, our body won't be able to function properly—we won't be able to do simple things like have conversations!

B: Wow! If I didn't have to spend an hour commuting to work every day, I'd be able to get more sleep.

A: Yeah, sleep's really important for our health. For one, we learn and remember things better because the brain uses the time we sleep to prepare itself for the next day.

B: Hmm.

A: But also, if you don't sleep, you tend to feel hungrier. So you might gain weight.

B: Sounds like sleeping is better than going on a diet!

12.9 TED TALK PART 1

My big idea is a very, very small idea that can unlock billions of big ideas that are at the moment dormant inside us. And my little idea that will do that is sleep.

This is a room of Type-A women. This is a room of sleep-deprived women. And I learned the hard way, the value of sleep. Two-and-a-half years ago, I fainted from exhaustion. I hit my head on my desk. I broke my cheekbone, I got five stitches on my right eye. And I began the journey of rediscovering the value of sleep. And in the course of that, I studied, I met with medical doctors, scientists, and I'm here to tell you that the way to a more productive, more inspired, more joyful life is getting enough sleep.

And we women are going to lead the way in this new revolution, this new feminist issue.

12.10 TED TALK PART 2

[. . .] I was recently having dinner with a guy who bragged that he had only gotten four hours sleep the night before. And I felt like saying to him—but I didn't say it—I felt like saying, "You know what? If you had gotten five, this dinner would have been a lot more interesting." There is now a kind of sleep deprivation one-upmanship. Especially here in Washington, if you try to make a breakfast date, and you say, "How about eight o'clock?" they're likely to tell you, "Eight o'clock is too late for me, but that's okay, I can get a game of tennis in and do a few conference calls and meet you at eight." And they think that means that they are so incredibly busy and productive, but the truth is they're not, because we, at the moment, have had brilliant leaders in business, in finance, in politics, making terrible decisions. So a high IQ does not mean that you're a good leader, because the essence of leadership is being able to see the iceberg before it hits the Titanic. And we've had far too many icebergs hitting our Titanics.

In fact, I have a feeling that if Lehman Brothers was Lehman Brothers and Sisters, they might still be around. [Applause] While all the brothers were busy just being hyper-connected 24/7, maybe a sister would have noticed the iceberg, because she would have woken up from a seven-and-a-half- or eight-hour sleep and have been able to see the big picture.

So as we are facing all the multiple crises in our world at the moment, what is good for us on a personal level, what's going to bring more joy, gratitude, effectiveness in our lives and be the best for our own careers is also what is best for the world. So I urge you to shut your eyes and discover the great ideas that lie inside us, to shut your engines and discover the power of sleep.

Thank you.

[Applause]

Unit 1 Quiz: Making a Difference

A CONVERSATION

Complete the conversation. Circle the correct words.

A: Do you know who ¹(inspires / inspired) me? You do!

B: Me? Wow. Thanks. What did I do?

A: I always see you ²(help / helping) others out.

B: Well, if I can ³(make / made) a difference in someone's day, I'll try.

A: I should do more to ⁴(taking / take) care of others.

B: You're really good at repairing things, you know.

A: You're right. I think I'll start ⁵(offer / offering) to help fix things more often.

B GRAMMAR

Complete the paragraph using the correct form of the words in parentheses.

My friend Ralph was there for me after my accident. He ¹_____ (bring) me food every day. He even made me soup. Ralph and I have known each other a long time, so we are like family. We ²_____ (be) friends since we were kids. I have ³_____ (help) him out over the years, too. One time, when he couldn't pay his rent, I ⁴_____ (lend) him money. Even though we're not related, we always do anything we can to ⁵_____ (help) each other out.

C TED TALK

Complete the quotes from Mark Bezos's TED Talk using the words in the box.

acts of

generosity

matter

poverty

volunteer

Back in New York, I am the head of development for a non-profit called Robin Hood. When I'm not fighting ¹_____, I'm fighting fires as the assistant captain of a volunteer fire company ...

... In both my vocation at Robin Hood and my avocation as a ²_____ firefighter, I am witness to acts of ³_____ and kindness on a monumental scale, but I'm also witness to ⁴_____ grace and courage on an individual basis. And you know what I've learned? They all ⁵_____.

Unit 2 Quiz: Trends

A CONVERSATION

Complete the conversation below using the words in the box.

risen better growing decrease more and more

A: I feel that the quality of food in restaurants is improving.

B: What do you mean?

A: Well, ¹ _____ restaurants buy locally now.

B: That's true. I think there's a(n) ² _____ interest in healthy eating these days.

A: Yeah, there's been a(n) ³ _____ in the number of unhealthy items on restaurants' menus.

B: But I think the price of food in restaurants has ⁴ _____, too. Good quality food is expensive.

A: Well, I think it's worth the extra cost if it makes our health ⁵ _____. Don't you agree?

B GRAMMAR

Use the words given to write sentences with predictions about future technology.

1 cars, fly

2 textbooks, read

3 smart homes, be

4 robots, change

5 the Internet of Things, connect

C TED TALK

Read the quotes from Derek Sivers's TED Talk and complete the sentences.

1 *First, of course you know, a leader needs the guts to stand out and be ridiculed.*

Sivers is saying that a leader needs to have (**followers** / **confidence**).

2 *So here's his first follower with a crucial role; he's going to show everyone else how to follow.*

According to Sivers, the first follower is extremely (**important** / **popular**).

3 *The first follower is what transforms a lone nut into a leader.*

Sivers explains that a person becomes a leader only after gathering (**a crowd** / **a follower**).

4 *They won't stand out, they won't be ridiculed, but they will be part of the in-crowd if they hurry.*

People who join the crowd later don't want to be (**noticed** / **ignored**) or laughed at.

5 *... leadership is over-glorified.*

Leaders (**are** / **aren't**) more valuable than their followers.

Unit 3 Quiz: Improving Lives

A CONVERSATION

Complete the conversation below using the words in the box.

caregiver cure elderly suffering from treatment

A: I heard that your ¹ _____ grandmother is sick. I'm sorry to hear that.

B: Thanks. She's getting ² _____ at a nearby hospital.

A: Is she staying there?

B: No. She stays with us. My mom is her main ³ _____.

A: That's tough. But it's nice that your family is keeping her with you.

B: I think so, too. But I do worry a little about my mom ⁴ _____ stress.

A: I hope the doctors at the hospital can find a ⁵ _____.

B: Thanks so much. Me, too.

B GRAMMAR

Match the two parts of the sentences.

- | | | |
|--|---|--|
| 1 As a result of the recent popularity of wearables, | • | • because of the sock sensor. |
| 2 I haven't been sleeping well at night, | • | • due to the rise in the elderly population. |
| 3 Taking care of Alzheimer's patients at night may become easier | • | • as this is the rule in my home. |
| 4 Please put your phone away during dinner, | • | • many companies are starting to make them. |
| 5 Alzheimer's disease is a growing problem | • | • so I'm going to buy a sleep tracker. |

C TED TALK

Complete the paragraph using the correct form of the words in the box.

detect diagnose struggle suffer from concerned

Kenneth Shinozuka's family was ¹ _____ with taking care of their grandfather, who had been ² _____ with Alzheimer's. Kenneth's grandfather would wake up every night and wander about. Many times he would get lost. Kenneth was ³ _____ both about his grandfather's well-being and the well-being of his aunt, who was his grandfather's main caregiver. She was ⁴ _____ stress as a caregiver in a difficult situation. So Kenneth made a device to help monitor his grandfather. His sock sensor ⁵ _____ movement and alerts Kenneth's aunt when his grandfather starts to walk about. This helped his aunt and family immensely, and kept his grandfather safe at night.

Unit 4 Quiz: Designing the Web

A CONVERSATION

Complete the conversation. Circle the correct words.

A: What's that website you're ¹(browsing / downloading)?

B: It's a site that sells digital textbooks.

A: So you ²(review / download) your textbooks to your tablet?

B: Yep. I just click this ³(button / function), and the download starts.

A: I read a ⁴(function / review) that said it takes a long time to download things on that site.

B: That's true. But this site is ⁵(cheaper / more expensive) than other online stores for textbooks.
It's also a lot ⁶(easy / easier) to use.

B GRAMMAR

Put the words in the correct order to complete the comparison.

1 My new computer is (old / one / than / faster / much / my).

2 That restaurant has (best / in / online / the / reviews / the / neighborhood).

3 I think typing on a laptop is (tablet / easier / typing / than / a / on / much).

4 Some digital books (as / same / the / cost / books / printed).

C TED TALK

Complete the paragraph using the words in the box.

audacity

constraints

humility

low-end

unprecedented

Designing websites that have millions of users brings ¹_____ challenges to designers. One consideration is older devices. ²_____ cell phones create ³_____. Screens are small and software is outdated. Designers must design for both old and new devices. It's important for designers to have ⁴_____, keeping in mind the needs of users living in countries that may not have the latest technology. They must also design with ⁵_____—with the confidence that their work can help change people's lives.

Unit 5 Quiz: Community Builders

A CONVERSATION

Complete the conversation below using the words in the box.

underprivileged social benefit entrepreneurs facility empower

A: Do you know any ¹ _____?

B: Actually, yes. My uncle started a kind of training ² _____ in his community.

A: Do you mean something like a gym?

B: No, people come to learn job skills. He wants to ³ _____ them.

A: Wow, that sounds like it could really ⁴ _____ a lot of people.

B: Yeah. It's in a(n) ⁵ _____ neighborhood so I think it does help.

A: That's so great. How cool that your uncle is a(n) ⁶ _____ entrepreneur!

B: He doesn't make a lot of money. But we're really proud of him.

B GRAMMAR

Rewrite the sentences using the passive voice.

1 The new green space transformed the community.

2 They cleaned up the river just in time for summer.

3 The government built a new rail system for commuters.

4 They inspired the community to make changes to benefit the underprivileged.

C TED TALK

Complete the paragraph using the words in the box.

favelas informal accomplishments transform communities

Haas and Hahn are a team of social entrepreneurs who are hoping to ¹ _____ an underprivileged part of Rio de Janeiro. They have been working for years with the ² _____ who live in the ³ _____ to paint buildings and brighten the neighborhoods. Haas and Hahn have learned that the most effective way for getting things done in these communities often means taking a(n) ⁴ _____ approach. With this understanding of the people and communities of the favelas, the two men have been able to find success. Their ⁵ _____ have helped to inspire communities all over the world.

Unit 6 Quiz: Clear Communication

A CONVERSATION

Complete the conversation. Circle the correct words.

A: Did you get the text message I ¹(**shared** / **sent**)?

B: No, I lost my phone yesterday...

A: I was wondering why you weren't ²(**making** / **checking**) your messages.

B: Well, I ³(**posted** / **sent**) a comment on my Facebook page about it.

A: You did? I didn't ⁴(**check** / **have**) Facebook yesterday.

B: I told everyone to ⁵(**give** / **send**) me emails until I get my new phone.

B GRAMMAR

Correct the mistake in each sentence.

1 I recommend to try a networking site to find a new job.

2 I trying to post a comment at least once a day.

3 I prefer wrote my blog than do my homework.

4 I try to avoid to call people after 8 p.m.

5 I don't like my co-workers to contacted me on weekends.

C TED TALK

Read the quotes from Melissa Marshall's TED Talk and complete the sentences.

1 *We desperately need great communication from our scientists.*

Marshall thinks the need is (**great** / **moderate**).

2 *Our scientists and engineers are the ones that are tackling our grandest challenges ...*

Scientists and engineers are (**dealing** / **struggling**) with important challenges.

3 *And making your ideas accessible is not the same as dumbing it down.*

Dumbing it down means that the idea is made too (**complicated** / **simple**).

4 *Those are ways to engage and excite us about your content.*

Marshall is teaching ways to help others (**connect with** / **simplify**) their ideas.

5 *You can clearly communicate your science without compromising the ideas.*

An example of compromising an idea would be (**dumbing it down** / **making it engaging**).

Unit 7 Quiz: Identity

A CONVERSATION

Complete the conversation below using the words in the box.

common backgrounds languages migrants multicultural

A: I love this neighborhood. It's so ¹ _____.

B: I know. There are lots of ² _____ from many different countries living here.

A: Yep. I love hearing so many different ³ _____ every day.

B: It's cool that we all come from a variety of ⁴ _____, yet we have this neighborhood in ⁵ _____.

A: I think so, too. I'm really glad I live here.

B: Me, too. I get to meet with different people every day and learn something new!

B GRAMMAR

Write sentences about an ongoing action or event using the information given.

1 she / perform / ballet / for ten years.

She has been performing ballet for ten years.

2 they / work in Taipei / since 2010.

3 I / not going to / the gym / lately.

4 how long / you / learn / Spanish?

_____?

5 he / live / in Budapest / for long?

_____?

C TED TALK

Complete the paragraph using the correct form of the words in the box.

alien ancestry identity cultural evolve tribe

In his TED Talk, Pico Iyer talks about how he feels both ¹ _____ and at home in the many different places where he's lived. He believes the idea of "home" is ² _____ as the world's population is growing increasingly multicultural. Iyer suggests that people's ³ _____ is no longer an accurate indicator of their ⁴ _____, as more people now come from mixed ⁵ _____ backgrounds. This group of people, which he calls the "floating ⁶ _____," is redefining what "home" means.

Unit 8 Quiz: Transportation Solutions

A CONVERSATION

Complete the conversation. Circle the correct words.

A: I noticed you're getting to work later than usual this week.

B: Sorry. I just moved and I'm getting used to my new ¹(**transportation** / **commute**).

A: You aren't ²(**driving** / **riding**) your bicycle anymore?

B: No, it's too far now. I have to ³(**take** / **get off**) the subway.

A: Well, our office is close to the subway station.

B: I know but before I ⁴(**get on** / **get in**) the subway, I have to ⁵(**ride** / **drive**) a bus from my home.

A: Maybe it'd be better if you start ⁶(**driving** / **riding**) your car to work. It's not too far actually.

B GRAMMAR

Write predictions using the given words and *will* or *might*.

1 Driverless cars / be sold / by 2020. (certain)

2 Space vacations / be possible / by 2050. (not certain)

3 Airplanes / increase in speed / over the next twenty years. (certain)

4 A trip on the Hyperloop / take / only thirty minutes. (not certain)

5 Giant airships / transport goods / in the future. (not certain)

C TED TALK

Read the quotes from Sanjay Dastoor's TED Talk and circle **T** for true or **F** for false.

1 ... *you can create some more interesting, more novel concepts.*

Dastoor encourages people to come up with unique ideas.

T **F**

2 *I mean, this is something you can pick up and carry with you anywhere you go.*

Dastoor's transportation device is portable.

T **F**

3 *It's really maneuverable ...*

The device is difficult to operate.

T **F**

4 ... *now you can look at ... more sustainable transportation.*

Dastoor's transportation device is environmentally friendly.

T **F**

Unit 9 Quiz: New Words

A CONVERSATION

Complete the conversation below using the words in the box.

accepted originally mean slang standard

A: I just learned a great new word: Z-A-R-F.

B: Zarf? What does that ¹ _____? It sounds like a game.

A: It refers to the piece of cardboard around a paper coffee cup.

B: Isn't "cup sleeve" the ² _____ expression? That's what I usually call it.

A: Well, "zarf" is actually a really old term that is becoming ³ _____ again.

B: So it's not some kind of new ⁴ _____ word?

A: Not at all. It comes from ancient Arabic actually.

B: They had cup sleeves in ancient times? I'm confused.

A: Well, it ⁵ _____ meant cup holder, but it's now being used to refer to a cup sleeve.

B GRAMMAR

Put the words in the correct order to make sentences.

1 so thin / computers / didn't / be / use to

_____.

2 did / write / you / use to / blog / a

_____?

3 stories / tell / the / used to / funniest / my grandmother

_____.

4 used to / expression / interesting / one / you / what's / say

_____?

5 different / word / totally / have / a / used to / that / meaning

_____.

C TED TALK

Match each question to a suitable response based on Anne Curzan's ideas.

1 Who has the authority to change language?

•

• **a** No, she isn't.

2 How is a language kept robust?

•

• **b** Dictionary editors do.

3 What fascinates dictionary editors?

•

• **c** Everyone has a say.

4 Who thinks *LOL* will become standardized language?

•

• **d** by evolving and changing

5 Is Curzan concerned about new forms of language?

•

• **e** new words and new usage of old words

Unit 10 Quiz: Understanding Emotions

A CONVERSATION

Complete the conversation below using the words in the box.

frustrating happy stressed embarrassed confused feeling

A: You look ¹ _____ out. Are you OK?

B: Well, to tell you the truth, I'm ² _____ overwhelmed.

A: About what?

B: My engineering class. I'm ³ _____ about the homework. I don't really understand it.

A: Why don't you ask a classmate for help?

B: One classmate tried to help me, but I still don't understand. It's so ⁴ _____.

A: Did you talk to the teacher?

B: Not yet. I'm a little ⁵ _____ to ask.

A: You shouldn't be. Teachers are usually very ⁶ _____ to help.

B GRAMMAR

Use the words in parentheses to write the sentences as reported speech.

1 "We're looking for someone with a high EQ." (say)

She _____.

2 "Your EQ score indicates that you should work in management." (tell)

He _____.

3 "Write a thank you note to the job interviewer." (remind)

He _____.

4 "I'll tell you the results of the interview next week." (promise)

She _____.

C TED TALK

Complete the paragraph using the words in the box.

mission potential humanize subtle interact

Rana el Kaliouby is on a ¹ _____ to bring emotions into our digital world. She has developed technology that can read facial expressions, even ² _____ ones. The ³ _____ for this type of technology is huge, as it can transform the way we ⁴ _____ online. Having our devices able to read our emotions could possibly take us one step further to learning how to ⁵ _____ our digital experiences.

Unit 11 Quiz: Leaders and Thinkers

A CONVERSATION

Complete the conversation below using the words in the box.

staff strategy company CEO ruthless dedicated

A: Do you think you want to be a(n) ¹ _____ one day?

B: And run a(n) ² _____?

A: Yep. I think you'd be a good leader.

B: I don't think I'm ³ _____ enough to be successful in business.

A: I don't think that's what leaders need to be. You just have to manage ⁴ _____ well.

B: And work out a good business ⁵ _____ first.

A: Well, if you have a skilled and ⁶ _____ staff, they can help you with that!

B GRAMMAR

Put the words in the correct order to make sentences.

1 motivate / their / need to / business / staff / leaders

2 she / wants / give up / succeed / she / mustn't / to / if

3 flexibly / should / we / employees / use / allow / to / time / their

4 rich / business / be / entrepreneurs / start / a / to / don't have to

C TED TALK

Complete the paragraph using the words in the box.

dyslexia grasp entrepreneur inquisitive stereotype

Richard Branson experienced some difficulty coping in school as he has ¹ _____. However, this has not stopped him from achieving great success as a(n) ² _____. Branson has a(n) ³ _____ nature and asks questions when he is unable to ⁴ _____ some business concepts. Although some people may think that business leaders have to be ruthless, Branson doesn't agree with this ⁵ _____. Instead, he believes that the best way of achieving success is to treat employees well.

Unit 12 Quiz: Well-being

A CONVERSATION

Complete the conversation. Circle the correct words.

A: Do you still ¹(**exercise** / **recharge**) a lot?

B: No. Work is too ²(**stressful** / **productive**) right now and I can't really ³(**strengthen** / **cope with**) everything that's going on.

A: You need to find a way to ⁴(**produce** / **maintain**) a better work-life balance.

B: I know. What about you? Do you have an ⁵(**active** / **efficient**) lifestyle?

A: Actually, I don't often go to the gym—I prefer drawing in my free time. I think it's important to do something that you enjoy.

B: You're right. I should probably start a hobby.

B GRAMMAR

If you could have any kind of job you want, what would it be like? Answer the questions below.

1 What kind of job would you have?

2 Which country would you like to work in?

3 How many hours would you work a week?

4 What would your boss be like?

5 What fun activities would you do with your co-workers?

C TED TALK

Complete the paragraph using the words in the box.

productive brag depriving exhaustion one-upmanship

Arianna Huffington is trying to change the way we think about sleep. She's especially focused on changing the minds of people in the business world, where she feels there is a kind of ¹_____ about lack of sleep. She shares an example of how people like to ²_____ about how little sleep they get, thinking it makes them seem more ³_____. However, Huffington has learned from first-hand experience that ⁴_____ yourself of sleep is actually not a smart business move. A business leader who is suffering from ⁵_____ is not going to be able to make wise decisions and run a successful company.

Unit Quizzes Answer Key

UNIT 1

CONVERSATION

1. inspires; 2. helping; 3. make; 4. take; 5. offering

GRAMMAR

1. brought; 2. have been; 3. helped; 4. lent; 5. help

TED TALK

1. poverty; 2. volunteer; 3. generosity; 4. acts of; 5. matter

UNIT 2

CONVERSATION

1. more and more; 2. growing; 3. decrease; 4. risen; 5. better

GRAMMAR

(alternative answers possible) 1. Cars will be able to fly in the future.; 2. In ten years, we'll be able to read and learn about things through interactive textbooks.; 3. Smart homes are going to be very common in the next ten years.; 4. Robots will change the way we work and travel in the future.; 5. The Internet of Things is going to connect millions of devices and objects.

TED TALK

1. confidence; 2. important; 3. a follower; 4. noticed; 5. aren't

UNIT 3

CONVERSATION

1. elderly; 2. treatment; 3. caregiver; 4. suffering from; 5. cure

GRAMMAR

1. many companies are starting to make them; 2. so I'm going to buy a sleep tracker; 3. because of the sock sensor; 4. as this is the rule in my home; 5. due to the rise in the elderly population

TED TALK

1. struggling; 2. diagnosed; 3. concerned; 4. suffering from; 5. detects

UNIT 4

CONVERSATION

1. browsing; 2. download; 3. button; 4. review; 5. cheaper; 6. easier

GRAMMAR

1. My new computer is much faster than my old one.; 2. That restaurant has the best online reviews in the neighborhood.; 3. I think typing on a laptop is much easier than typing on a tablet.; 4. Some digital books cost the same as printed books.

TED TALK

1. unprecedented; 2. Low-end; 3. constraints; 4. humility; 5. audacity

UNIT 5

CONVERSATION

1. entrepreneurs; 2. facility; 3. empower; 4. benefit; 5. underprivileged; 6. social

GRAMMAR

1. The community was transformed by the new green space.; 2. The river was cleaned up just in time for summer.; 3. A new rail system for commuters was built by the government.; 4. The community was inspired to make changes to benefit the underprivileged.

TED TALK

1. transform; 2. communities; 3. favelas; 4. informal; 5. accomplishments

UNIT 6

CONVERSATION

1. sent; 2. checking; 3. posted; 4. check; 5. send

GRAMMAR

1. I recommend trying a networking site to find a new job.; 2. I try to post a comment at least once a day.; 3. I prefer to write my blog than do my homework.; 4. I try to avoid calling people after 8 p.m.; 5. I don't like my co-workers to contact me on weekends.

TED TALK

1. great; 2. dealing; 3. simple; 4. connect with;
5. dumbing it down

UNIT 7

CONVERSATION

1. multicultural; 2. migrants; 3. languages; 4. backgrounds;
5. common

GRAMMAR

1. She has been performing ballet for ten years.; 2. They've been working in Taipei since 2010.; 3. I haven't been going to the gym lately.; 4. Have long have you been learning Spanish?; 5. Has he been living in Budapest for long?

TED TALK

1. alien; 2. evolving; 3. ancestry; 4. identity; 5. cultural; 6. tribe

UNIT 8

CONVERSATION

1. commute; 2. riding; 3. take; 4. get on; 5. ride; 6. driving

GRAMMAR

1. Driverless cars will be sold by 2020.; 2. Space vacations might be possible by 2050.; 3. Airplanes will increase in speed over the next twenty years.; 4. A trip on the Hyperloop might take only thirty minutes.; 5. Giant airships might transport goods in the future.

TED TALK

1. T; 2. T; 3. F; 4. T

UNIT 9

CONVERSATION

1. mean; 2. standard; 3. accepted; 4. slang; 5. originally

GRAMMAR

1. Computers didn't use to be so thin.; 2. Did you use to write a blog?; 3. My grandmother used to tell the funniest stories.; 4. What's one interesting expression you used to say?; 5. That word used to have a totally different meaning.

TED TALK

1. c; 2. d; 3. e; 4. b; 5. a

UNIT 10

CONVERSATION

1. stressed; 2. feeling; 3. confused; 4. frustrating;
5. embarrassed; 6. happy

GRAMMAR

1. She said they were looking for someone with a high EQ.; 2. He told me that my EQ score indicated that I should work in management.; 3. He reminded me to write a thank you note to the job interviewer.; 4. She promised to tell me the results of the interview next week.

TED TALK

1. mission; 2. subtle; 3. potential; 4. interact; 5. humanize

UNIT 11

CONVERSATION

1. CEO; 2. company; 3. ruthless; 4. staff; 5. strategy;
6. dedicated

GRAMMAR

1. Business leaders need to motivate their staff.; 2. She mustn't give up if she wants to succeed. / If she wants to succeed, she mustn't give up.; 3. We should allow employees to use their time flexibly.; 4. Entrepreneurs don't have to be rich to start a business.

TED TALK

1. dyslexia; 2. entrepreneur; 3. inquisitive; 4. grasp;
5. stereotype

UNIT 12

CONVERSATION

1. exercise; 2. stressful; 3. cope with; 4. maintain; 5. active

GRAMMAR

- (alternative answers possible)
1. I'd work in an animal hospital.; 2. I'd like to work in Australia.; 3. I'd work 35 hours a week.; 4. My boss would be someone who's kind and responsible.; 5. We'd have sharing sessions to learn about the different animals that we work with.

TED TALK

1. one-upmanship; 2. brag; 3. productive; 4. depriving;
5. exhaustion